

SUSTAINABLE DEVELOPMENT GOALS

PROGRESS REPORT

2025

Progress Across the 17 Sustainable Development Goals

CANADIAN UNIVERSITY DUBAI

الجامعة الكندية دبي
CANADIAN UNIVERSITY DUBAI

CANADIAN
UNIVERSITY DUBAI
Your portal to Canadian education

TABLE OF CONTENTS

Executive Summary 3
About This Report 6
2025 Sustainability Performance Overview 10
SDG 1 — No Poverty 13
SDG 2 — Zero Hunger 17
SDG 3 — Good Health and Well-Being 22
SDG 4 — Quality Education 27
SDG 5 — Gender Equality 32
SDG 6 — Clean Water and Sanitation 37
SDG 7 — Affordable and Clean Energy 42
SDG 8 — Decent Work and Economic Growth 48
SDG 9 — Industry, Innovation and Infrastructure 54
SDG 10 — Reduced Inequalities 60
SDG 11 — Sustainable Cities and Communities 66
SDG 12 — Responsible Consumption and Production 71
SDG 13 — Climate Action 76
SDG 14 — Life Below Water 82
SDG 15 — Life on Land 87
SDG 16 — Peace, Justice and Strong Institutions 92
SDG 17 — Partnerships for the Goals 98
Appendix — Supporting Evidence and Data References 105

Executive Summary

Advancing Sustainability Through Education, Research and Institutional Action

Canadian University Dubai (CUD) recognises sustainable development as an integral part of its institutional mission, supporting the advancement of knowledge, innovation, social responsibility and environmental stewardship.

This Sustainability Progress Report 2025 presents an overview of the University's contributions to the United Nations' 17 Sustainable Development Goals (SDGs) during the 2025 calendar year.

The report highlights achievements across education, research, campus operations, community engagement and institutional partnerships, reflecting CUD's commitment to contributing to a more inclusive, resilient and sustainable future.

Throughout 2025, the University strengthened its sustainability-related activities through new academic programmes, collaborative research, student-led innovation, inclusive educational initiatives and strategic engagement with government, industry and international organisations.

The report also draws upon established institutional programmes and historical performance data to provide context for the University's continued development.

Key Areas of Progress

Education, Research and Innovation

CUD continued to integrate sustainability into education and research, equipping students with the knowledge and skills needed to address complex environmental, social and economic challenges.

A notable achievement in 2025 was the launch of the Master of Science in Design Innovation for Circular Economy, expanding postgraduate opportunities in sustainable design, resource efficiency and regenerative systems.

The University also announced its Bachelor of Science in Artificial Intelligence, contributing to the development of technical expertise relevant to emerging industries and digital transformation.

Research and innovation were strengthened through three Dubai Future Foundation-funded projects addressing healthcare challenges using advanced technologies.

The launch of the CUD Incubator Hub for Entrepreneurship and Innovation, together with the development of TrustPaper, further demonstrated the University's commitment to supporting applied innovation and entrepreneurial activity.

Environmental Sustainability and Climate Action

CUD continued monitoring its operational greenhouse gas emissions and developing strategies to improve campus energy performance.

In 2025, the University's internal emissions inventory recorded 2,457.70 tonnes of carbon dioxide equivalent (tCO_2e) in combined reported Scope 1 and Scope 2 emissions.

Reported Scope 2 emissions intensity decreased by approximately 38% per full-time equivalent student compared with 2022, although absolute operational emissions increased during the same period.

The University also approved its Climate Action Policy in May 2025, establishing an institutional framework for environmental responsibility.

CUD's Facilities Sustainability Roadmap identifies future opportunities to improve building efficiency, integrate renewable energy and transition towards lower-emission transportation.

Environmental education and student innovation complemented these operational commitments through projects addressing food waste, resource efficiency, sustainable architecture and climate-responsive design.

Social Inclusion and Educational Opportunity

CUD continued promoting equitable access to education through scholarships, disability support, counselling and student wellbeing services.

The University's published records identified 110 Students of Determination enrolled during academic year 2024–25, supported by accessible facilities and individualised academic accommodations.

Targeted financial assistance, including the Financial Hardship Scholarship and Special Needs Scholarship, provides additional pathways for students facing economic or disability-related barriers.

Community inclusion was also demonstrated through the Dome of Inclusion, presented during Dubai Design Week 2025 in collaboration with external partners.

The initiative highlighted the role of accessible design and creative participation in promoting awareness and inclusion.

Partnerships and Community Engagement

Collaboration remained an important component of CUD's sustainability activities during 2025.

The University worked with HOGENT University, Belgium, on an international sustainability hackathon involving 80 students and addressing challenges related to urban development, food waste and accessibility.

New partnerships included agreements with Miral, supporting opportunities for marine conservation learning, and Dubai Municipality, establishing a framework for collaboration on environment, health and safety research.

CUD also engaged with external organisations through educational outreach, professional training, research workshops and initiatives supporting access to higher education.

These collaborations demonstrate the University's approach to addressing sustainability challenges through knowledge exchange and shared expertise.

Institutional Progress and Future Direction

The achievements presented in this report demonstrate CUD's contribution to sustainable development through a combination of academic activity, institutional initiatives and external engagement.

They also identify opportunities to strengthen the measurement and reporting of sustainability outcomes.

While several activities are supported by quantified results, others represent educational programmes, research initiatives, established policies, strategic partnerships or future commitments.

CUD recognises the importance of distinguishing these different forms of contribution and strengthening the evidence used to assess institutional progress.

Looking ahead, the University aims to advance its sustainability commitments through improved operational performance, expanded research collaboration, inclusive educational opportunities and greater engagement with industry, government and community partners.

More systematic monitoring of resource consumption, environmental performance, educational outcomes and partnership activities will support continued improvement and transparency.

Through these efforts, Canadian University Dubai seeks to strengthen its contribution to the Sustainable Development Goals and support the UAE's wider ambitions for sustainable development and a knowledge-based economy.

This report covers the 2025 calendar year. Historical achievements, academic-year data and future commitments are identified separately. Institutional performance figures are drawn from available CUD records and are subject to the reporting definitions and limitations described in the methodology section.

About This Report

Reporting Scope and Methodology

1. Purpose of the Report

The *Canadian University Dubai Sustainability Progress Report 2025* presents the University's contributions to the United Nations' 17 Sustainable Development Goals (SDGs) through education, research, institutional operations, community engagement and strategic partnerships.

The report provides a consolidated account of sustainability-related activities, institutional initiatives and selected performance indicators, supporting CUD's commitment to transparency, accountability and continuous improvement.

Structured around the 17 SDGs, it is intended to communicate the University's sustainability contributions to students, faculty, staff, institutional partners, policymakers and the wider community.

2. Reporting Period and Institutional Scope

The primary reporting period covers **1 January to 31 December 2025**.

The report focuses on activities and initiatives undertaken by Canadian University Dubai, including its academic programmes, research activities, campus operations, student services and institutional collaborations.

Where relevant, information from previous years is included to establish historical context, demonstrate the continuity of institutional programmes or provide a basis for performance comparisons.

Such information is identified by its original reporting period and is not presented as a new achievement in 2025.

Similarly, planned initiatives and future institutional commitments are distinguished from activities implemented during the reporting year.

Academic-year data, including student enrolment and educational outcomes, are identified separately from calendar-year information.

3. Reporting Framework

The report is organised according to the **17 United Nations Sustainable Development Goals**, providing a consistent framework for examining CUD's contributions to sustainable development.

Each SDG chapter follows a common structure:

1. **Overview and Institutional Contribution:** The University's approach and relevance to the goal.
2. **Key Achievements in 2025:** Significant activities and developments during the reporting period.
3. **Programmes and Ongoing Commitments:** Established policies, services, academic programmes and institutional initiatives.
4. **Progress and Outcomes:** A summary of available achievements, performance indicators and reporting status.
5. **Future Priorities:** Opportunities for further development and improvement.

6. **Conclusion and Supporting Evidence:** A summary of contributions and references to relevant institutional information.

This structure promotes consistency and facilitates an understanding of how CUD contributes to each SDG.

4. Data Collection and Evidence Sources

The report draws upon information from CUD's academic and administrative departments, institutional records, sustainability documentation and publicly available information.

Principal evidence sources include:

- Institutional policies, strategies and operational records.
- Student enrolment, scholarship and support programme information.
- Campus facilities and environmental performance data.
- Academic programme information and research publications.
- University announcements and records of institutional events.
- Partnership agreements and collaborative initiatives.
- External publications and documentation from relevant partner organisations.

Where available, quantitative information is presented alongside its reporting period, institutional source and relevant definition.

Publicly available references are provided within individual SDG chapters to support transparency and enable further examination of the reported activities.

5. Assessment and Reporting of Progress

CUD's sustainability contributions are presented through both quantitative and qualitative evidence.

Quantitative indicators include measurable information such as greenhouse gas emissions, student enrolment, participation figures and other available institutional performance data.

Qualitative evidence includes academic programmes, policies, research activities, student innovations, partnerships and community engagement initiatives.

To support consistent interpretation, the report distinguishes between:

- **Measured outcomes:** Quantified results supported by available institutional records.
- **Completed activities:** Events, programmes and initiatives delivered during the reporting period.
- **Established institutional provisions:** Existing policies, facilities, services and programmes.
- **Partnership commitments:** Agreements establishing opportunities for collaboration.
- **Research and innovation outputs:** Publications, projects, prototypes and academic achievements.
- **Future commitments:** Planned improvements and institutional priorities not yet implemented.

This approach allows the report to recognise different forms of contribution without treating planned activities, research concepts or partnership announcements as completed outcomes.

6. Data Quality and Reporting Limitations

The report has been developed using available institutional and publicly documented evidence.

Where supporting records permit, achievements are accompanied by dates, figures and source references.

Certain areas of sustainability performance require further measurement or validation, particularly where comprehensive institutional datasets are not yet available.

These limitations include aspects of environmental resource consumption, waste management, programme participation, educational outcomes and the measurable impacts of external partnerships.

Where quantitative information is unavailable or insufficiently established, the report describes the documented institutional activity without estimating unverified results.

Performance comparisons are presented using consistent reporting periods and definitions wherever possible. Differences in scope, calculation methods and data availability are identified when relevant.

The report should not be interpreted as an independently audited sustainability assessment. Institutional figures and supporting documentation remain subject to confirmation by the responsible data owners before final publication.

7. Cross-Cutting Contributions and Reporting Consistency

Many institutional initiatives contribute to more than one Sustainable Development Goal.

For example, sustainable building research may support climate action, clean energy and sustainable cities, while scholarship programmes may contribute to educational access, poverty reduction and reduced inequalities.

The report recognises these interconnections by discussing initiatives under the relevant SDGs while maintaining consistent descriptions, reporting periods and performance figures.

Activities referenced across multiple chapters represent the same underlying initiative and are not counted as separate institutional achievements.

This approach provides a more integrated understanding of CUD's sustainability contributions while avoiding duplication of reported outcomes.

8. Continuous Improvement and Future Reporting

CUD recognises sustainability reporting as an ongoing process that supports institutional learning, accountability and improvement.

The development of this consolidated report establishes a foundation for more systematic documentation of sustainability activities and institutional performance.

Future reporting will benefit from strengthened data collection, clearer performance baselines, improved monitoring of programme outcomes and more comprehensive evidence of collaborative impact.

Through continued improvements in sustainability measurement and disclosure, CUD aims to support informed decision-making and communicate its contributions to the Sustainable Development Goals with greater consistency and transparency.

CANADIAN UNIVERSITY DUBAI: 2025 Sustainability at a Glance

17

SDGs covered
Institution-wide reporting

3

Research grants
Dubai Future Foundation

80

Hackathon participants
CUD–HOGENT collaboration

110

Students of Determination
Academic Year 2024-25

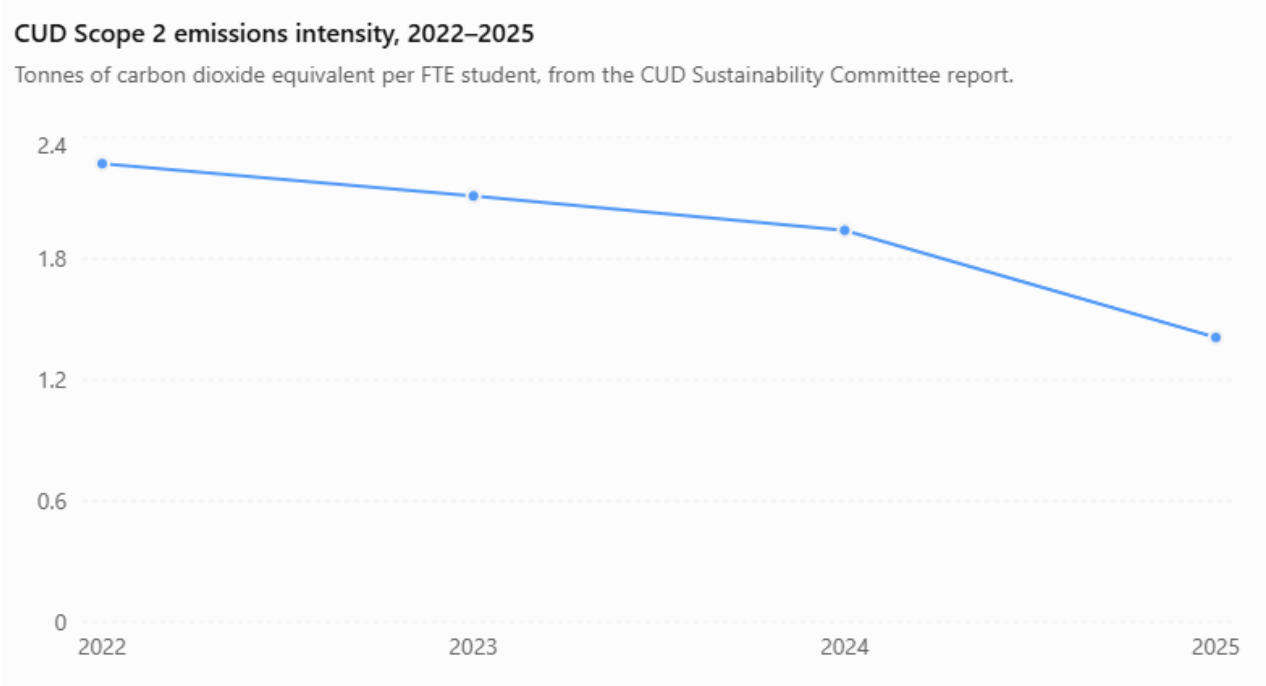
2,457.70

tCO_2e reported
CUD–HOGENT collaboration

≈38%

Lower emissions intensity
Scope 2 per student, vs 2022

Selected indicators drawn from CUD institutional records and documented activities. Figures cover different reporting boundaries and should not be aggregated.



- Scope 2 emissions intensity fell by approximately 38% between 2022 and 2025, from 2.27 to 1.41 tCO_2e per FTE student.
- Absolute Scope 2 emissions increased by approximately 3.6% over the same period, from approximately 2,360 to 2,445 tCO_2e.

2025 Sustainability Performance Overview

Sustainability at a Glance

Canadian University Dubai (CUD) advanced its sustainability commitments in 2025 through education, research, institutional governance, campus operations and engagement with external partners.

The University's contributions are reflected in new academic programmes, externally funded research, inclusive educational initiatives, student innovation and collaborative projects addressing environmental and social challenges.

This overview highlights selected achievements and performance indicators from the reporting year, organised around five areas of institutional contribution.

1. Sustainability Education and Student Development

Education remained central to CUD's contribution to sustainable development.

In June 2025, the University launched its Master of Science in Design Innovation for Circular Economy, strengthening postgraduate education in sustainable design, resource efficiency and regenerative systems.

CUD also announced a Bachelor of Science in Artificial Intelligence, expanding opportunities for students to develop technical skills relevant to emerging technologies and innovation.

Student participation in applied sustainability challenges was demonstrated through the CUD–HOGENT international hackathon, which engaged 80 students in developing solutions addressing food waste, urban mobility and accessibility.

These activities complement CUD's established programmes in engineering, environmental health and other sustainability-related disciplines.

2. Research, Innovation and Knowledge Exchange

CUD strengthened its applied research and innovation ecosystem through new institutional initiatives and externally supported projects.

In July 2025, researchers secured three Dubai Future Foundation grants supporting projects in artificial intelligence, biomedical imaging and health technology assessment.

The University also launched its Incubator Hub for Entrepreneurship and Innovation in May 2025, creating a dedicated platform to support the development of entrepreneurial ideas and emerging ventures.

In October, TrustPaper emerged as the first incubator-supported venture with a filed patent, demonstrating progress in supporting the development of technology-based applications.

Students also received recognition for innovations involving smart transportation, AI-enabled parking management and sustainability-related design.

3. Environmental Sustainability and Climate Action

CUD continued monitoring operational greenhouse gas emissions and developing plans to improve environmental performance.

The University's 2025 emissions inventory recorded 2,457.70 tCO_2e in combined reported Scope 1 and Scope 2 emissions.

Reported Scope 2 emissions intensity declined from approximately 2.27 tCO_2e per full-time equivalent student in 2022 to 1.41 tCO_2e in 2025, representing an improvement of approximately 38%.

Despite this intensity improvement, absolute reported emissions increased over the same period, highlighting the need for continued operational efficiency measures.

In May 2025, CUD approved its Climate Action Policy, providing an institutional framework for emissions management, resource conservation, environmental education and sustainability engagement.

The University's Facilities Sustainability Roadmap identifies future opportunities in building energy management, cooling efficiency, renewable energy integration and lower-emission transport.

4. Social Inclusion and Educational Opportunity

CUD continued supporting educational access and participation through scholarships, counselling, disability services and accessible facilities.

The University's published records identify 110 Students of Determination enrolled in academic year 2024–25, supported by individualised academic accommodations and dedicated disability services.

Institutional scholarship provisions include financial assistance for students facing economic hardship and tuition reductions of up to 40% for eligible Students of Determination.

In November 2025, CUD collaborated with Dubai Holding Entertainment and ImInclusive on the Dome of Inclusion, a public design installation promoting accessibility, creative participation and social inclusion.

These initiatives demonstrate CUD's continued commitment to reducing barriers to educational and community participation.

5. Partnerships and Community Engagement

Partnerships supported CUD's sustainability-related research, teaching and engagement during 2025.

The University collaborated with HOGENT University in Belgium on an international sustainability hackathon and worked with international academic institutions on research addressing energy-efficient buildings and advanced healthcare technologies.

New partnership agreements included a three-year collaboration with Miral, creating opportunities for marine conservation learning, and an agreement with Dubai Municipality to support research in environment, health and safety.

CUD also publicised a commitment to 50 fully funded refugee scholarships through an initiative associated with the Brand Me Summit and UNHCR.

These collaborations reflect the University's approach to advancing sustainable development through government, academic, industry and community partnerships.

Looking Ahead

The achievements presented in this overview demonstrate CUD's contributions to sustainable development through institutional action, academic activity and external engagement.

They also highlight the importance of strengthening the measurement of environmental performance, educational outcomes, programme participation and partnership impact.

CUD will continue developing its sustainability activities through academic innovation, inclusive educational opportunities, operational improvement and collaboration with external organisations.

The following 17 chapters provide a detailed account of the University's contributions to each Sustainable Development Goal, supported by relevant institutional evidence and references.



SDG 1 — No Poverty

End poverty in all its forms everywhere

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that access to higher education can contribute to reducing poverty and improving long-term economic opportunities. Financial difficulties can prevent students from entering university, continuing their studies or completing their qualifications.

CUD's contribution to SDG 1 focuses on reducing financial barriers to higher education and supporting students throughout their academic journey. Through needs-based scholarships, external sponsorship arrangements and academic support services, the University seeks to make educational opportunities more accessible to students from diverse socioeconomic backgrounds.

These initiatives support the objectives of SDG 1 while contributing to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities).

2. Financial Assistance and Access to Education

Financial Hardship Scholarship

The Financial Hardship Scholarship is one of CUD's primary mechanisms for supporting students experiencing financial difficulties.

The scholarship provides eligible undergraduate students with **tuition reductions of up to 40%**, assessed individually according to documented financial need and the University's scholarship requirements.

Applicants provide supporting financial documentation, including household income information and evidence of relevant family financial obligations. This enables the University to consider applicants' financial circumstances when determining eligibility.

Scholarships are awarded for one semester, with opportunities to reapply subject to the applicable requirements. Returning students must meet the published minimum cumulative GPA requirement of 2.8.

By reducing tuition costs, the scholarship aims to ease financial pressure on students and their families and support continued participation in higher education.

External Student Sponsorship

CUD's Student Sponsorship Liaison Office provides administrative support for students whose education is funded by external sponsors.

The Office coordinates with sponsoring organisations, assists with sponsorship arrangements and monitors sponsored students' academic progression.

Depending on the terms of the sponsorship agreement, financial assistance may cover tuition fees, textbooks, accommodation, insurance and other approved educational expenses.

These arrangements provide an additional pathway through which students may obtain financial assistance to pursue higher education.

Not all externally sponsored students are necessarily from low-income backgrounds; therefore, sponsorship is reported as an access mechanism rather than exclusively as poverty-targeted assistance.

3. Supporting Student Retention and Academic Success

Financial assistance is most effective when complemented by services that help students remain engaged in their education and progress towards graduation.

CUD provides academic and personal support through its Student Success Centre, academic advising arrangements and student counselling services.

The Student Success Centre offers guidance in areas including academic writing, mathematics, study skills, time management, examination preparation and academic development.

These services help students address learning difficulties and strengthen the skills needed for university study.

Students may also access counselling and wellbeing support when personal challenges affect their academic experience.

For students facing financial hardship, access to academic and personal support can be particularly important in reducing the risk of disrupted studies and additional educational costs.

Together, these services complement CUD's financial assistance arrangements by supporting students beyond their initial admission to university.

4. Progress and Institutional Support in 2025

CUD maintained an institutional framework for supporting students through financial assistance, external sponsorship and academic services.

The University's 2025–26 SDG evidence materials also describe Financial Hardship Scholarship activity across the Fall and Spring semesters.

These semester-level figures are not presented as a calendar-year total because they have not been reconciled into a confirmed number of unique 2025 beneficiaries.

Selected SDG 1 Progress Measures

Area	Institutional Provision or Progress	Reporting Status
Financial Hardship Scholarship	Needs-based tuition reductions of up to 40%	Published scholarship provision
Financial Need Assessment	Individual assessment supported by household financial documentation	Published eligibility process

Area	Institutional Provision or Progress	Reporting Status
Student Sponsorship	Coordination of externally sponsored educational expenses	Established university service
Academic Assistance	Student Success Centre providing academic skills and learning support	Established university service
Student Wellbeing	Counselling and student support services	Established university service
2025 Financial Assistance Outcomes	Financial Hardship Scholarship awards described in the 2025–26 evidence materials	Calendar-year unique recipient count not established

These mechanisms demonstrate the University's commitment to addressing financial barriers to higher education.

The available information documents the support offered, but does not provide a reconciled calendar-year total for financial assistance or a verified poverty-specific student completion rate.

5. Community Engagement and Wider Contribution

CUD's approach to social responsibility also includes student participation in humanitarian and community initiatives.

Historically, student-led campaigns such as *Five Days for the Homeless* have raised awareness of poverty, displacement and humanitarian needs, while encouraging students to contribute through fundraising and voluntary action.

Such activities demonstrate the University's broader engagement with social challenges beyond its campus.

Historical initiatives are not counted as completed 2025 achievements without corresponding reporting-year evidence.

CUD's contribution to poverty reduction is principally demonstrated through educational access and support, rather than through a measured reduction in poverty rates.

6. Future Priorities

CUD's continued contribution to SDG 1 centres on strengthening access to higher education for financially vulnerable students and supporting their progression towards graduation.

Future priorities include improving the monitoring of financial assistance, evaluating student progression and retention, strengthening the coordination of scholarships and academic support, and documenting the outcomes of community engagement initiatives.

More consistent reporting of scholarship beneficiaries, financial assistance and student progression would help the University assess the reach and effectiveness of its support.

Conclusion

Canadian University Dubai contributes to SDG 1 by addressing financial barriers to higher education and providing services that support students throughout their academic journey.

Its Financial Hardship Scholarship, external sponsorship arrangements and academic support services form an institutional framework intended to improve educational accessibility and support student success.

Through these initiatives, CUD seeks to expand educational opportunities and help students develop the knowledge and qualifications needed for long-term personal and economic advancement.

Supporting Evidence

1. **CUD Scholarships** — Financial Hardship Scholarship eligibility, financial assistance and renewal requirements.
   https://www.cud.ac.ae/scholarships

2. **CUD Student Sponsorship Liaison Office** — External sponsorship arrangements and student support.
   https://www.cud.ac.ae/community-outreach/student-sponsorship-liaison-office

3. **CUD Student Success Centre** — Academic development and learning support services.
   https://www.cud.ac.ae/student-life/student-success-centre

4. **CUD Personal Counselling** — Student wellbeing and confidential support.
   https://www.cud.ac.ae/student-life/personal-counselling

Reporting Period: 2025, with established institutional provisions and academic-year information identified separately.



SDG 2 — Zero Hunger

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that food security, nutrition and sustainable food systems are essential to individual wellbeing and sustainable development. Ensuring access to safe and affordable food, reducing food waste, and improving food safety are important challenges requiring cooperation across education, research, industry and government.

CUD contributes to SDG 2 through campus food services, student-led innovation, academic research and partnerships addressing food safety and sustainable consumption.

During 2025, the University strengthened its engagement through an international student innovation project focused on food waste and a new research and innovation partnership with Dubai Municipality. These activities build upon earlier student projects addressing food waste prevention and academic research on food security and nutrition.

2. Key Achievements in 2025

FoodLoop — International Student Innovation for Food Waste Reduction

In February 2025, CUD collaborated with **HOGENT University, Belgium**, to organise the international *Collaborate, Innovate, Compete* Hackathon.

The event brought together **80 students from the two universities** to develop innovative solutions to sustainable urban challenges, including food waste, transportation and accessibility.

The first-place project, **FoodLoop**, was developed by a six-member team comprising three CUD students and three HOGENT students.

FoodLoop proposed a circular economy business model to collect discarded food from households and businesses and transform it into useful materials, including animal feed, fertilisers and biodegradable packaging products.

The project demonstrated how students can apply entrepreneurship and sustainability principles to address food waste while exploring opportunities for resource recovery.

The top three teams shared **AED 10,000 in prize funding**.

FoodLoop's achievement represents a completed student innovation project. The concept had not been independently verified as an operating food waste collection or processing service during 2025.



CUD partners with HOGENT University to stage Hackathon

Food Safety Collaboration with Dubai Municipality

On **20 November 2025**, CUD signed a Memorandum of Understanding with **Dubai Municipality** during the 19th Dubai International Food Safety Conference.

The agreement established a framework for collaboration in environmental health, food safety, scientific research and innovation.

The partnership focuses on strengthening knowledge and technical approaches in food inspection, risk assessment and food safety management.

Planned collaboration includes joint research, student projects, technical workshops and the exploration of artificial intelligence and data-driven technologies for identifying and managing food-related risks.

This partnership represents an institutional step towards connecting academic research with practical food safety challenges.

The agreement was signed in 2025; subsequent research outputs or changes to food inspection practices are not counted as completed achievements without additional evidence.

3. Programmes and Ongoing Commitments

Affordable Food Access on Campus

CUD supports access to meals through its on-campus **CUD Café**, which provides food and beverage services for students, faculty and staff.

The University's published sustainability information identifies affordability as a priority, describing campus dining prices as lower than those of surrounding outlets in the City Walk area.

The Café also reports using environmentally conscious food-service materials, including biodegradable straws and takeaway containers.

In addition, the **CUDeals** programme provides eligible members of the university community with discounts at participating restaurants, cafés and other businesses.

These arrangements are intended to reduce some of the everyday costs associated with food and campus life.

They demonstrate institutional attention to affordability but do not establish the number of students experiencing food insecurity or receiving targeted food assistance.

Student Innovation and Food Waste Prevention

CUD has encouraged the development of food-related sustainability solutions through earlier student projects.

In **2023**, students developed **Byte**, an artificial intelligence-based meal-planning concept designed to suggest recipes using ingredients already available to households. The project received AED 10,000 in backing during Global Entrepreneurship Week.

In **2024**, CUD students developed **FoodGuardian**, an application designed to track food expiry dates and connect users with nearby food banks. The project received third place and an AED 1,000 prize at the IEEE UAE Student Day Competitions.

Together with FoodLoop in 2025, these projects demonstrate continued student engagement with food waste prevention, responsible consumption and sustainable innovation.

Food Security and Nutrition Research

CUD has also contributed to research on food security and nutritional behaviour.

A **2021 collaborative study involving CUD researchers and the International Center for Biosaline Agriculture** examined the UAE's food security response during COVID-19, including food supply resilience, agricultural technologies and strategies to strengthen food availability.

A separate **2022 study involving CUD-affiliated researchers** surveyed **475 university students across five UAE universities**, examining dietary habits and lifestyle changes during the pandemic.

These publications demonstrate CUD's established academic engagement with food security and nutrition. They are included as historical research contributions rather than new publications from 2025.

4. Progress and Outcomes

The University's documented SDG 2 contributions in 2025 were strongest in student innovation and institutional partnerships.

Focus Area	Documented Progress	Status
Food Waste Innovation	FoodLoop won first place in the CUD–HOGENT international hackathon	Completed in February 2025
International Student Collaboration	80 students participated in the cross-border sustainability hackathon	Confirmed 2025 participation
Food Safety Partnerships	MoU signed with Dubai Municipality on 20 November 2025	Confirmed institutional agreement
Affordable Food Access	CUD Café and CUDeals provide campus dining and discount arrangements	Documented institutional provision
Food Waste Prevention Education	Byte, FoodGuardian and FoodLoop address food waste through student innovation	Projects developed between 2023 and 2025

Focus Area	Documented Progress	Status
Food Security Research	Published studies on UAE food security and student dietary behaviour	Historical research contributions
Operational Food Waste Reduction	No verified 2025 quantity available	Not quantified

The available evidence demonstrates progress in developing food-related sustainability solutions and strengthening external collaboration.

However, student innovation projects should be distinguished from operational food waste reductions, and institutional food affordability initiatives should not be interpreted as proof that student food insecurity has been eliminated.

5. Future Priorities

CUD aims to continue contributing to sustainable food systems through education, research, innovation and partnerships.

Priorities include strengthening food waste monitoring, exploring opportunities to develop promising student innovations, and advancing collaboration with Dubai Municipality on food safety research and technical solutions.

The University can also strengthen future reporting by documenting campus food affordability, food waste quantities and the implementation outcomes of relevant student-led projects.

These priorities will support a clearer understanding of how CUD's initiatives contribute to food security, sustainable consumption and responsible resource management.

Conclusion

Canadian University Dubai contributes to SDG 2 through initiatives addressing food affordability, food waste prevention, food safety and research.

In 2025, the award-winning **FoodLoop** project demonstrated international student innovation in circular food waste management, while the agreement with **Dubai Municipality** established a framework for research and knowledge exchange on food safety.

These activities are complemented by campus dining and discount arrangements, previous student innovations and published academic research on food security and nutrition.

Together, they reflect CUD's commitment to developing knowledge, practical ideas and partnerships that support more sustainable and resilient food systems.

Supporting Evidence

1. **CUD — Health & Wellness:** Campus dining, affordability and sustainable food-service practices. https://www.cud.ac.ae/sustainability/campus/health-wellness
2. **CUD — Students Create Innovations to Tackle Sustainability Challenges:** FoodLoop and the international CUD–HOGENT Hackathon, February 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-create-innovations-tackle-sustainability-challenges

3. **CUD — Dubai Municipality MoU to Advance Environment, Health and Safety:** November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-and-dubai-municipality-sign-mou-advance-environment-health-safety
4. **CUD — Students Secure AED 10K Backing for Food Waste Innovation:** Byte, November 2023. https://www.cud.ac.ae/news/canadian-university-dubai-students-secure-aed-10k-backing-innovation-to-tackle-food-waste
5. **CUD — Students Secure Third Place at IEEE UAE Student Day Competitions:** FoodGuardian, June 2024. https://www.cud.ac.ae/news/canadian-university-dubai-students-secure-third-place-ieee-uae-student-day-competitions
6. **Takshe et al. (2021).** *An Initial Reading into the UAE's Food Security Response During COVID-19*.
7. **Takshe et al. (2022).** *UAE University Students' Dietary Practices and Lifestyles at Times of COVID-19: A Cross Sectional Study.* DOI: 10.12944/CRNFSJ.10.2.20

Reporting Period: Calendar Year 2025, with earlier research and student initiatives identified separately.



SDG 3 — Good Health and Well-Being

Ensure healthy lives and promote well-being for all at all ages

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that good health and well-being are essential to educational achievement, personal development and thriving communities. The University contributes to SDG 3 through accessible campus healthcare, mental health support, physical activity, public health education, research and collaboration with healthcare institutions.

CUD's approach combines support for the physical and psychological well-being of students and employees with research and community engagement addressing wider healthcare challenges.

During 2025, the University strengthened its contribution through **three externally funded healthcare research projects**, an occupational health and safety initiative with **Dubai Municipality**, and a student-led community project supporting disability inclusion and rehabilitation awareness.

These activities complement CUD's established Health Centre, student counselling services, sports facilities and international health research partnerships.

2. Key Achievements in 2025

Three Healthcare Innovation Research Grants

In **July 2025**, CUD announced that its researchers had secured **three research grants from the Dubai Future Foundation (DFF)** through its Research, Development and Innovation programme.

The projects address significant healthcare challenges using artificial intelligence, advanced biomedical imaging and health systems research.

Research Project	CUD Research Lead	International Collaboration	Research Focus
AI for Early Dementia Detection	Prof. Firuz Kamalov	University of Huddersfield, UK; Abu Dhabi School of Management	Explainable AI approaches to support early identification and understanding of dementia
Advanced Biomedical Imaging	Dr. Haythem El-Messiry	Shandong University, China; Mohamed bin Zayed University of Artificial Intelligence, UAE	Processing and reconstruction of high-resolution three-dimensional biological images
Health Technology Assessment in the UAE	Dr. Mohammed AlKhaldi	McGill University, Canada; University of Bonn, Germany	Research towards improved evidence-based evaluation of healthcare technologies

The three grants demonstrate CUD's growing involvement in interdisciplinary healthcare innovation and international scientific collaboration.

The projects aim to advance disease detection, biomedical research capabilities and healthcare decision-making.

The **2025 achievement was the securing of research funding and establishment of the funded projects**. Completed clinical applications, validated technologies or improvements in patient outcomes are not claimed.

Occupational Health and Safety Collaboration with Dubai Municipality

On **28 April 2025**, CUD collaborated with Dubai Municipality to organise an event examining the role of artificial intelligence in occupational health and safety.

Held in connection with the World Day for Safety and Health at Work, the event brought together government representatives, researchers and health and safety specialists to discuss emerging technologies for safer working environments.

The programme explored AI-assisted risk assessment, preventive monitoring, workplace safety innovation and digital approaches to occupational health management.

This initiative demonstrated CUD's contribution to public health education and knowledge exchange, connecting academic expertise with government and industry efforts to improve workplace safety.

Sanad Body Project — Rehabilitation and Inclusion Awareness

In **October 2025**, CUD announced the **Sanad Body Project**, a student-led communications initiative developed in collaboration with **Sanad Village**, an organisation providing rehabilitation and training for People of Determination.

The project involved students from CUD's Department of Communication and Media, who were tasked with developing a campaign to increase awareness of the Sanad Body character and its message of inclusion.

The initiative connected academic learning with community engagement and disability-related awareness.

It provided students with an opportunity to apply communication and creative skills to a social cause while supporting the visibility of rehabilitation and inclusion initiatives.

The project's launch is documented in 2025; final campaign reach and community outcomes have not been independently established.

3. Programmes and Ongoing Commitments

Campus Healthcare and Preventive Health

CUD operates an on-campus **Health Centre**, providing free primary healthcare support to students, faculty and staff.

Services include first aid, basic medical consultations, health monitoring, preventive education and referrals to external healthcare providers when specialised care is required.

The Centre also provides health insurance guidance and information about accessing appropriate medical services.

These arrangements help students and employees address everyday health concerns and obtain support within the university environment.

Mental Health and Counselling Support

Mental well-being is a central component of CUD's student support framework.

The University provides **free, confidential student counselling services** addressing concerns such as stress, anxiety, personal relationships, adjustment to university life and other emotional or psychological challenges.

Where more specialised or long-term care is required, students may be referred to external healthcare professionals.

CUD also provides employee healthcare arrangements that may include mental health support, subject to the terms of the applicable medical insurance plan.

Student-led initiatives such as **Wellness Wednesdays** have historically promoted self-care, peer connection and stress management through creative, recreational and well-being activities.

Together, these provisions support a campus environment that recognises the importance of both physical and psychological health.

Physical Activity and Community Wellness

CUD encourages active lifestyles through its campus sports and fitness facilities, including a gym and facilities supporting recreational and competitive sports.

Students can participate in activities such as basketball, football, volleyball, tennis, badminton and other physical fitness programmes.

The University has also historically collaborated with community organisations on public fitness initiatives, including activities associated with the Dubai Fitness Challenge.

These facilities and programmes support opportunities for physical activity and social engagement.

Specific external facility usage and community participation totals for 2025 have not been established.

International Public Health Collaboration

CUD's wider health research activities are supported by international partnerships.

In **2024**, the University announced a collaboration with the **University of Oxford** to establish the Middle East and North Africa regional hub of *The Global Health Network*.

The partnership aims to strengthen public health research capacity, training and knowledge exchange, including exploration of responsible artificial intelligence in healthcare.

This established collaboration complements CUD's 2025 research funding achievements and its broader commitment to developing health research expertise.

4. Progress and Outcomes

CUD's documented 2025 achievements demonstrate contributions to healthcare innovation, occupational health education and community-linked learning. In academic year 2024–25, CUD recorded 65 graduates in health-related professional disciplines, out of 439 graduates in the institutional reporting category, representing approximately 14.8%. This measure reflects qualifications relevant to

healthcare professions, including applicable public health and allied health fields, and is distinguished from the University's externally funded healthcare research activities.

Focus Area	Documented Progress	Reporting Status
Healthcare Research	Three DFF-funded research projects announced in July 2025	Confirmed funding awards
International Health Research Collaboration	Research partnerships involving institutions in the UK, Canada, Germany, China and UAE	Confirmed through funded project announcements
Occupational Health and Safety	Joint AI and workplace safety event with Dubai Municipality in April 2025	Completed 2025 event
Community Health and Inclusion	Sanad Body Project launched in October 2025	Confirmed project launch
Campus Healthcare	Free Health Centre services, preventive guidance and medical referrals	Established institutional provision
Mental Health Support	Confidential student counselling and specialist referral arrangements	Established institutional provision
Physical Well-Being	Campus sports facilities and recreational activities	Established institutional provision
Community Health Outreach	Historical blood donation, cancer awareness and public fitness initiatives	Earlier activities documented; 2025 reach not quantified

These initiatives demonstrate CUD's engagement with health and well-being through direct services, research, education and partnerships.

The available evidence does not establish the total number of healthcare consultations, counselling beneficiaries or community health outcomes during 2025. Research grants are reported as funded initiatives rather than completed healthcare interventions.

5. Future Priorities

CUD's continued contribution to SDG 3 includes strengthening access to campus health and counselling services, supporting physical and psychological well-being, and advancing health-related research.

Key priorities include monitoring the progress of funded healthcare innovation projects, strengthening the documentation of community health outreach, and improving the availability of aggregated information on student and employee health and well-being services.

The University can also build upon its partnerships with healthcare institutions, government authorities and international research organisations to expand opportunities for knowledge exchange, preventive health education and applied research.

Conclusion

Canadian University Dubai contributes to SDG 3 through an integrated approach combining healthcare access, mental health support, physical activity, research and community engagement.

In 2025, CUD secured **three Dubai Future Foundation research grants** addressing dementia detection, biomedical imaging and health technology assessment. The University also collaborated with **Dubai Municipality** on occupational health and safety education and launched the **Sanad Body Project** to support rehabilitation and inclusion awareness.

These achievements are complemented by the University's established Health Centre, counselling services, sports facilities and international public health research partnerships.

Together, they reflect CUD's commitment to promoting health and well-being within its university community and contributing to wider healthcare knowledge and innovation.

Supporting Evidence

1. **CUD — Health Centre:** Campus healthcare, preventive services, referrals and health insurance guidance.
   https://www.cud.ac.ae/student-affairs/health-centre
2. **CUD — Personal Counselling:** Confidential student mental health and counselling support.
   https://www.cud.ac.ae/student-life/personal-counselling
3. **CUD — Three DFF-Funded Projects to Advance Healthcare Innovation:** July 2025.
   https://www.cud.ac.ae/news/canadian-university-dubai-lead-three-dff-funded-projects-advance-healthcare-innovation
4. **CUD — AI Trends Shape Occupational Health and Safety's Future in Dubai:** April 2025.
   https://www.cud.ac.ae/news/ai-trends-shape-occupational-health-and-safetys-future-dubai
5. **CUD — Sanad Body Project:** October 2025.
   https://www.cud.ac.ae/news/cud-communication-and-media-students-drive-social-impact-sanad-body-project
6. **CUD — University of Oxford Global Health Network Partnership:** July 2024.
   https://www.cud.ac.ae/news/canadian-university-dubai-joins-university-oxford-establish-global-health-network-mena-region
7. **CUD — Sports and Athletics: Campus sports programmes and facilities.**
   https://www.cud.ac.ae/life-on-campus/sports

Reporting Period: Calendar Year 2025, with established institutional services and historical partnerships identified separately.



SDG 4 — Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises education as a foundation for social mobility, economic opportunity and sustainable development. The University contributes to SDG 4 by delivering undergraduate and postgraduate education, supporting equitable access to learning, and extending educational opportunities beyond its enrolled student population.

CUD's approach includes academic programmes, scholarships and student support services, professional training, public educational events and outreach to schools and community organisations.

During 2025, the University expanded its sustainability-focused academic portfolio and organised educational activities addressing environmental awareness, technology, entrepreneurship and innovation. These initiatives reflect CUD's commitment to developing relevant knowledge and practical skills while supporting lifelong learning.

2. Key Achievements in 2025

Sustainability Education for High-School Students

On **19 February 2025**, CUD's School of Architecture and Interior Design organised *Sustainability Quest: How to Become a Hero in Saving the Earth!*

The workshop was designed for students in Grades 11 and 12 and introduced sustainable architecture, interior design and environmental responsibility through interactive learning.

Activities included hands-on design exercises, sustainability challenges and educational competitions. The event provided young learners with opportunities to explore how design can contribute to healthier and more environmentally responsible communities.

The workshop demonstrates CUD's commitment to sharing sustainability education with school students beyond its degree programmes.

AI and Robotics Education Beyond Campus

In **May 2025**, CUD's Mechatronics Engineering Department collaborated with **Besomi Academy** to deliver a practical workshop titled *AI Robbo Car Using Raspberry Pi*.

Participants explored the integration of hardware, programming and artificial intelligence by assembling and programming intelligent model cars.

The workshop covered Raspberry Pi technology, sensors, Python programming, computer vision and autonomous navigation. CUD's published account confirms that participants received KHDA-accredited certificates.

The activity illustrates how the University extends applied engineering education beyond its campus through collaboration with an external educational institution.



Entrepreneurship and Innovation Education

On **29 May 2025**, CUD organised *Venture Creation: From Idea to Impact*, a practical workshop delivered by the University's Incubator Hub for Entrepreneurship and Innovation.

The programme targeted students, aspiring entrepreneurs, early-stage founders and individuals interested in developing business ideas.

Participants were introduced to entrepreneurial thinking, customer needs, business models, product development, funding and sustainable venture creation.

The initiative demonstrates CUD's engagement in entrepreneurship education for learners beyond conventional university degree programmes.

Expansion of Sustainability-Focused Postgraduate Education

In **June 2025**, CUD announced the launch of its **Master of Science in Design Innovation for Circular Economy**.

The programme addresses circular design, lifecycle assessment, regenerative systems and approaches to reducing resource consumption.

It aims to prepare graduates with specialist skills relevant to sustainable innovation and the transition towards circular economic models.

The programme's launch represents a documented expansion of CUD's postgraduate academic offerings during 2025. It is not presented as evidence of a completed graduating cohort during that year.

3. Programmes and Ongoing Commitments

Accessible Higher Education and Student Support

CUD supports access to higher education through scholarship opportunities, academic guidance and student services.

Its financial assistance arrangements include scholarships for academic excellence, financial hardship and students with particular support needs, subject to published eligibility requirements.

The University's Student Success Centre provides academic assistance, study-skills development and other support intended to help students progress through their studies.

These mechanisms complement the University's academic programmes by addressing financial and learning-related barriers to education.

Lifelong Learning and Professional Development

CUD provides continuing-education opportunities through its professional training services and university-led educational activities.

Published training offerings cover areas such as digital marketing, information technology, artificial intelligence, business and creative media.

The University also supports graduates through alumni professional-development opportunities and access to further education.

CUD's Venture Creation Program identifies alumni and external founders among its eligible participants, supporting opportunities for entrepreneurial learning beyond formal degree study.

Training costs, entry requirements and schedules vary, and the available evidence does not establish that every advertised course was delivered during 2025.

International Collaboration and Experiential Learning

CUD supports educational innovation through academic partnerships and applied learning activities.

In **February 2025**, CUD collaborated with **HOGENT University, Belgium**, on an international sustainability hackathon involving **80 students** from the two institutions.

Participants worked in international teams to develop solutions addressing food waste, transportation and accessibility.

The event demonstrates how cross-border collaboration can provide students with opportunities to apply academic knowledge to real-world sustainability challenges.

Education for Sustainable Development

CUD integrates sustainability into its undergraduate general education framework through compulsory courses in innovation and entrepreneurship.

ENT 141 introduces sustainability concepts and the relationship between economic, social and environmental considerations.

ENT 142 builds on this foundation by applying design thinking and social innovation to real-world challenges linked to the United Nations Sustainable Development Goals.

These courses complement the University's specialised sustainability-related degree programmes.

4. Progress and Outcomes

CUD's documented contributions to SDG 4 in 2025 include educational outreach, academic programme development, international learning collaboration and established support for lifelong education.

Focus Area	Documented Progress	Reporting Status
Sustainability Education	Sustainability Quest workshop for high-school students, 19 February 2025	Documented educational event
Technology Education	AI Robbo Car Workshop at Besomi Academy, May 2025	Completed workshop reported by CUD
Entrepreneurship Education	Venture Creation Workshop, 29 May 2025	Documented educational event
Postgraduate Programme Development	MSc in Design Innovation for Circular Economy launched in June 2025	Confirmed programme launch
International Experiential Learning	CUD–HOGENT sustainability hackathon involving 80 students	Confirmed 2025 activity
Lifelong Learning	Professional training and alumni development opportunities	Established provision; annual participation not quantified
Equitable Access	Scholarships and academic support services	Established institutional provision
Community Educational Reach	Multiple activities targeted learners beyond CUD	Aggregate external beneficiary count not established

These activities demonstrate progress in expanding educational opportunities and strengthening links between academic learning, professional skills and community engagement.

However, the available evidence does not establish a consolidated 2025 total for external learners, completed vocational training courses or first-generation student participation.

5. Future Priorities

CUD's continued contribution to SDG 4 centres on expanding inclusive learning opportunities, strengthening educational outreach and supporting lifelong learning.

Priorities include developing further practical learning activities for schools and communities, strengthening partnerships with professional training organisations, and documenting participation and completion outcomes for external learners.

Improved monitoring of educational outreach and lifelong-learning provision would enable the University to report more consistently on the reach and effectiveness of its activities.

CUD also aims to build upon its sustainability-focused academic programmes and experiential learning initiatives to prepare students for evolving social, environmental and economic challenges.

Conclusion

Canadian University Dubai contributes to SDG 4 through academic education, inclusive student support, lifelong learning and educational outreach.

During 2025, the University provided sustainability education for high-school students, delivered practical AI and robotics training in collaboration with Besomi Academy, organised entrepreneurship education for aspiring founders and expanded its postgraduate portfolio through the launch of the MSc in Design Innovation for Circular Economy.

These achievements were complemented by international experiential learning through the CUD–HOGENT Hackathon, established student support services and professional development opportunities.

Together, they demonstrate CUD's commitment to extending learning beyond traditional classroom settings and supporting education that contributes to sustainable development.

Supporting Evidence

1. **CUD — Sustainability Quest: How to Become a Hero in Saving the Earth!** February 2025. https://www.cud.ac.ae/events/sustainability-quest-how-become-hero-saving-earth
2. **CUD — Empowering Future Engineers through AI and Robotics.** May 2025. https://www.cud.ac.ae/news/empowering-future-engineers-through-ai-and-robotics-hands-robbo-car-workshop-besomi-academy
3. **CUD — Venture Creation Workshop. May 2025. https://www.cud.ac.ae/events/venture-creation-workshop**
4. **CUD — MSc in Design Innovation for Circular Economy.** June 2025. https://www.cud.ac.ae/programs/masters/architecture/master-of-science-in-design-innovation-for-circular-economy
5. **CUD — Students Create Innovations to Tackle Sustainability Challenges.** February 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-create-innovations-tackle-sustainability-challenges
6. **CUD — Venture Creation Program.** Alumni and external founder eligibility. https://www.cud.ac.ae/events/venture-creation-program-incubator
7. **CUD — Scholarships. Student financial assistance and eligibility. https://www.cud.ac.ae/scholarships**
8. **CUD — Sustainability in General Education.** Mandatory sustainability-related undergraduate courses. https://www.cud.ac.ae/sustainability/programs-in-sustainability/sustainability-in-general-education

Reporting Period: Calendar Year 2025, with established institutional programmes identified separately.



SDG 5 — Gender Equality

Achieve gender equality and empower all women and girls

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises gender equality as an essential foundation for inclusive education, economic participation and sustainable development. The University seeks to provide equitable opportunities for women and men to access higher education, develop professional skills and participate in academic and institutional leadership.

CUD contributes to SDG 5 through its admissions and student support arrangements, women's mentoring and professional development, participation in science and engineering, and initiatives supporting women's leadership and entrepreneurship.

During 2025, the University highlighted the contributions of female students and faculty to campus leadership, community engagement and innovation. These activities build upon CUD's established participation in women's mentorship initiatives and efforts to promote inclusive educational opportunities.

2. Key Achievements in 2025

Women in Student Governance and Leadership

On **28 August 2025**, CUD published *Her Campus, Her Community: Emirati Women Leading Change at CUD*, recognising the contributions of women to university leadership, entrepreneurship and community development.

The feature highlighted **Shaima Al Hai**, who became CUD's first female Student Council President and was elected to serve two consecutive terms.

As a Public Relations student, Al Hai applied communication and leadership skills to student engagement, university events and initiatives intended to strengthen participation and belonging across the student community.

Her leadership provides a documented example of women's participation in student governance and decision-making at CUD.

Supporting Women's Entrepreneurship

The same 2025 feature highlighted **Dr. Khulood Shebib Khansaheb**, Assistant Professor and Manager of the CUD Incubator, for her work supporting entrepreneurship and student innovation.

Through the Incubator, Dr. Khansaheb promotes opportunities for students to develop innovative ideas into entrepreneurial projects and ventures.

CUD's published account describes the involvement of female faculty members and entrepreneurial women from the wider university community as mentors and role models.

This approach aims to strengthen female students' confidence, professional networks and participation in entrepreneurship.

The initiative connects academic learning with opportunities for women's professional development and leadership in innovation.

3. Programmes and Ongoing Commitments

Equitable Access to Higher Education

CUD's admissions framework applies published academic admission requirements across its degree programmes without separate entry standards based on gender.

The University provides access to scholarships and academic support services under the relevant eligibility conditions, including the Academic Excellence Scholarship and Financial Hardship Scholarship.

These arrangements support the broader objective of ensuring that women can pursue higher education without gender-based restrictions in admission or access to institutional support.

CUD's earlier gender-disaggregated reporting documents female participation in applications, admissions and graduation.

For the 2023 intake, the University's submitted records identify **1,600 applications from women out of 3,000 total applications**, representing approximately 53% of applicants. Women also accounted for **1,300 of 2,400 accepted applicants**, approximately 54%.

In the separately reported 2023 graduating class, **230 of 425 graduates were women**, representing approximately 54% of graduates.

These figures provide historical evidence of women's representation in CUD's academic community. They are not presented as 2025 outcomes or as cohort-based female graduation rates. Updated institutional data for academic year 2024–25 records 245 women among 478 first-degree starters, representing approximately 51.3% of students commencing first-degree studies within the reported cohort. This measure reflects actual starters rather than total applications or accepted applicants and is therefore reported separately from the historical admissions figures.

Women's Mentoring and Professional Development

CUD has historically supported women's professional development through mentoring collaborations and industry engagement.

The University's participation in the **Women@Dior Mentorship Program** provided selected female students with career guidance, professional mentoring and international exposure to the creative industries.

CUD faculty have also participated in mentoring activities through **The LINK**, a UAE initiative supporting women's career progression, professional development and leadership.

These collaborations demonstrate the University's established engagement in providing opportunities for women to develop professional confidence, skills and networks.

The available records do not establish the number of CUD participants in these programmes during 2025; they are therefore presented as historical examples of women's development activities.

Women in Science, Technology and Engineering

CUD encourages women's participation in technical disciplines, including engineering, computing and innovation.

The University's previous student achievements include female participation in mechatronics engineering competitions and practical innovation projects.

These activities provide examples of women applying technical knowledge and developing skills in fields where female participation may face wider barriers.

CUD's broader academic and entrepreneurship environment provides opportunities for female students to engage in research, innovation, applied learning and professional development.

The earlier competition achievements are not counted as new 2025 results.

Family Responsibilities and Educational Participation

CUD recognises that family and childcare responsibilities can influence access to education and employment.

The University's historical partnership with **Honey Bee Nursery** provided a childcare-related arrangement for eligible members of the CUD community.

The published agreement described a **25% discount on nursery services** and identified an effective period from **20 March 2020 to 20 March 2025**.

The arrangement illustrates an institutional approach to supporting students and employees with childcare responsibilities during the period covered by the agreement.

Continuation of the nursery arrangement beyond March 2025 has not been established.

CUD's wider employment arrangements are also subject to applicable UAE maternity and parental leave requirements.

Specific uptake of childcare assistance, parental leave or flexible working arrangements during 2025 is not quantified in this chapter.

4. Progress and Outcomes

CUD's contributions to SDG 5 include women's leadership participation, entrepreneurship mentoring, equitable educational access and historical professional development partnerships. In academic year 2024–25, CUD recorded 229 female graduates out of 439 first-degree graduates, representing approximately 52.2% of the reported graduating population. These figures provide an updated measure of women's representation in degree completion and complement the separately reported historical graduation data from 2023.

Focus Area	Documented Progress	Reporting Status
Women's Student Leadership	Shaima Al Hai recognised in August 2025 as CUD's first female Student Council President, serving two consecutive terms	Confirmed 2025 leadership example

Focus Area	Documented Progress	Reporting Status
Women's Entrepreneurship	Dr. Khulood Shebib Khansaheb's incubator role and involvement of female mentors highlighted in August 2025	Confirmed institutional activity
Women's Educational Access	Gender-neutral academic admission requirements and scholarship eligibility	Documented institutional provision
Female Student Representation	Women represented approximately 53% of applicants and 54% of accepted applicants in the 2023 dataset	Historical data; not a 2025 result
Women's Graduation Representation	Women accounted for 230 of 425 graduates in the reported 2023 graduating class	Historical share of graduates; not a graduation rate
Women's Mentoring	Women@Dior and The LINK mentoring collaborations	Historical examples; 2025 participation unverified
Childcare Support	Honey Bee Nursery agreement applicable until 20 March 2025	Historical agreement with a documented expiry date
Women in STEM	Female student participation and achievements in engineering competitions	Historical achievements; annual outcomes not quantified

The available evidence demonstrates institutional support for women's educational access and participation, alongside identifiable examples of women's leadership and professional development.

However, comprehensive gender-disaggregated admissions, graduation, mentoring and employment outcomes for calendar year 2025 have not been established from the reviewed records.

5. Future Priorities

CUD's continued contribution to SDG 5 centres on supporting women's participation in education, leadership, research, entrepreneurship and professional life.

Priorities include strengthening mentoring and leadership opportunities, encouraging participation in technical and entrepreneurial disciplines, and maintaining fair access to academic and professional development resources.

Improved reporting of gender-disaggregated participation and progression would also support a clearer understanding of women's representation across admissions, academic completion, leadership and employment.

The University can further strengthen its evidence by documenting the implementation and reach of mentoring, family-support and professional development arrangements.

Conclusion

Canadian University Dubai contributes to SDG 5 through its commitment to equitable educational access, women's leadership, entrepreneurship and professional development.

During 2025, CUD highlighted the leadership of **Shaima Al Hai**, its first female Student Council President, and the contribution of **Dr. Khulood Shebib Khansaheb** to expanding entrepreneurial opportunities and mentoring for female students.

These achievements build upon established mentoring collaborations, inclusive academic support arrangements and previous efforts to encourage women's participation in engineering and innovation.

Together, these initiatives reflect CUD's commitment to creating an academic environment in which women can develop their capabilities, participate in leadership and pursue professional opportunities.

Supporting Evidence

1. **Canadian University Dubai — Her Campus, Her Community: Emirati Women Leading Change at CUD.** 28 August 2025.
   https://www.cud.ac.ae/news/her-campus-her-community-emirati-women-leading-change-cud
2. **CUD — Women's Access Schemes and Mentoring.** Women@Dior, The LINK and women in engineering.
   https://sdg.cud.ac.ae/people/sdg-5-gender-equality/5-3-4/index.html
3. **CUD — Women's Mentoring Schemes.** Historical participation in Women@Dior and The LINK.
   https://sdg.cud.ac.ae/people/sdg-5-gender-equality/5-6-6/index.html
4. **CUD — Gender Equality in Admissions.** Institutional admissions arrangements and equal-entry framework.
   https://sdg.cud.ac.ae/people/sdg-5-gender-equality/5-3-1/index.html
5. **CUD — Childcare Arrangements.** Historical Honey Bee Nursery agreement, 20 March 2020–20 March 2025.
   https://sdg.cud.ac.ae/people/sdg-5-gender-equality/5-6-5/index.html
6. **Canadian University Dubai — Scholarships.** Academic Excellence and Financial Hardship Scholarship eligibility.
   https://www.cud.ac.ae/scholarships

Reporting Period: Calendar Year 2025, with earlier gender-disaggregated statistics and historical programmes explicitly identified.



SDG 6 — Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that access to clean water, responsible water consumption and the protection of water resources are essential to sustainable development. Water security is particularly important in the United Arab Emirates, where limited freshwater resources, an arid climate and growing demand require effective conservation and management.

CUD contributes to SDG 6 through campus drinking-water infrastructure, water-efficient facilities, environmental education and student innovation. The University also promotes awareness of water conservation and the importance of protecting aquatic environments.

These activities support the objectives of SDG 6 while contributing to SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

2. Key Initiatives and Institutional Contributions

Free Drinking-Water Access and Plastic Waste Reduction

CUD provides free drinking-water refill facilities through its partnership with **PepsiCo and Aquafina**, established in 2022.

The initiative introduced three touch-free Aquafina Water Stations to encourage students, faculty and staff to refill reusable drinking containers rather than purchase single-use plastic bottles.

The partnership supported the objectives of the Dubai Can initiative, which promotes reduced consumption of disposable plastic water bottles.

CUD's published results from the first six weeks of operation documented:

Measure	Reported Result
Water refill stations installed	3
Single-use plastic bottles avoided	11,090
Water dispensed	109,502 ounces
Average bottles avoided per week	More than 1,800
Estimated CO_2 emissions avoided	More than 865 kg

These figures demonstrate the initial uptake and environmental contribution of the refill initiative.

The figures relate to the programme's launch period in 2022 and are not presented as results achieved during calendar year 2025.

By providing access to drinking water without requiring the purchase of bottled beverages, the initiative supports water accessibility and encourages more responsible consumption practices within the university community.

Water-Efficient Campus Facilities

CUD's sustainability evidence describes measures intended to reduce unnecessary water consumption across campus facilities.

These include motion-sensor taps in restrooms, designed to control water flow and reduce wastage when taps are not in use.

The University's wider sustainability information also identifies low-flow fixtures, water-efficient landscaping and water conservation awareness as elements of its approach to responsible resource management.

These measures reflect CUD's emphasis on practical conservation within the built environment.

CUD's 2025 utility records document a total of 5,448.2 cubic metres (m^3) of inbound water consumption across two water accounts covering January to December 2025. This provides a measured baseline for assessing institutional water use. Confirmation of the meters' complete campus coverage remains necessary before the figure can be considered the University's comprehensive water-consumption total. The available records do not establish the volume of water saved through water-efficient fixtures or the quantity of wastewater reused.

3. Education, Research and Student Innovation

Wind-Powered Water Pump Innovation

CUD encourages students to develop engineering solutions addressing environmental challenges, including the sustainable use and movement of water.

In **2023**, an all-female team of first-year Mechatronics Engineering students developed a wind-powered water pumping prototype designed to lift water between different elevations without using electricity.

The students received first place in an international engineering competition organised by the Institute of Electrical and Electronics Engineers (IEEE).

The project combined a traditional water-lifting mechanism with modern engineering design, demonstrating how renewable energy can support water-related applications.

This historical achievement illustrates the University's contribution to applied sustainability education and engineering innovation.

It is reported as a student prototype, rather than as an operational water supply system implemented during 2025.

Water Conservation Through Design Education

CUD has also supported water conservation awareness through design and innovation competitions.

In **2022**, architecture students participated in the *Water is Life* design competition, organised in collaboration with the Norwegian water-treatment company PureBlue Water.

The competition encouraged students to develop creative approaches to sustainable water use and water-related environmental challenges.

Such activities contribute to the development of water sustainability knowledge and encourage students to consider resource conservation within architectural and engineering practice.

Environmental Health Education and Water Research

CUD's **Bachelor of Science in Public Health — Environmental Health Management** incorporates environmental sustainability themes, including water quality, environmental pollution and public health.

In **September 2023**, students participated in an SDG 6 forum organised at Al Ain University, exploring water sanitation technologies, environmental challenges and approaches to improving water management.

The University's sustainability research framework also identifies water conservation, climate resilience and water security as relevant areas of interdisciplinary research.

These activities provide an educational foundation for understanding water-related challenges and developing potential solutions.

The historical student activities are distinguished from completed research or educational events in 2025.

4. Community Engagement and Environmental Awareness

CUD promotes environmental responsibility through student participation in activities addressing waste, pollution and ecosystem protection.

In **November 2024**, members of the University's Eco-lution Club participated in a beach-cleaning initiative associated with Dubai Municipality's environmental awareness activities.

The campaign encouraged students to remove discarded waste from coastal areas and recognise the environmental consequences of pollution.

Although principally relevant to SDG 14 — Life Below Water, shoreline clean-up activities also connect to SDG 6 through awareness of water pollution and environmental protection.

The initiative is included as historical evidence of community engagement. Its activities and environmental outcomes are not attributed to calendar year 2025.

CUD's participation in environmental education and conservation activities demonstrates a wider commitment to encouraging responsible behaviour beyond campus operations.

5. Progress and Outcomes

CUD's available SDG 6 evidence demonstrates established initiatives supporting drinking-water access, resource conservation and sustainability education.

Focus Area	Documented Progress	Reporting Status
Free Drinking-Water Access	Three Aquafina refill stations established through the PepsiCo partnership	Documented institutional infrastructure
Plastic Bottle Reduction	11,090 bottles avoided during the programme's first six weeks	Historical 2022 result

Focus Area	Documented Progress	Reporting Status
Water-Efficient Fixtures	Motion-sensor taps and conservation measures described in institutional evidence	Documented measures; savings not quantified
Student Engineering Innovation	Award-winning wind-powered water pump prototype	Historical 2023 achievement
Water Conservation Education	Water is Life design competition and environmental health education	Established and historical activities
Community Environmental Awareness	Eco-lution Club beach-cleaning participation	Historical 2024 activity
2025 Campus Water Consumption	5,448.2 m^3 of inbound water recorded across two water accounts	Measured consumption; university-wide coverage pending confirmation
Wastewater Treatment and Reuse	No confirmed institutional treatment or reuse volume available	Not established

These initiatives demonstrate CUD's institutional engagement with water sustainability through infrastructure, education and environmental awareness.

Although CUD now has measured 2025 inbound water-consumption records, the available evidence does not establish a quantified reduction in water use, a complete institutional water balance or verified wastewater recycling results. Confirmation of the reporting boundary will strengthen the use of the measured consumption figure as a university-wide baseline.

6. Future Priorities

CUD's continued contribution to SDG 6 centres on promoting efficient water use, strengthening environmental awareness and developing water-related research and innovation.

Priorities include improving the monitoring of campus water consumption, reviewing the effectiveness of water-efficient fixtures and strengthening documentation of drinking-water refill activity.

The University can also build upon its environmental health and engineering expertise to expand educational and research opportunities addressing water quality, conservation and sustainable resource management.

More consistent operational reporting would help establish the measurable environmental outcomes of these initiatives.

Conclusion

Canadian University Dubai contributes to SDG 6 through drinking-water accessibility, campus conservation measures, environmental education and student innovation.

The University's partnership with PepsiCo introduced Aquafina Water Stations that provide access to drinking water while encouraging reusable containers and reduced reliance on single-use plastic bottles.

These facilities complement water-efficient campus measures and educational activities addressing water conservation, environmental health and sustainability.

Through these initiatives, CUD demonstrates its commitment to responsible water management and the development of knowledge and practices supporting long-term water security.

Supporting Evidence

1. **CUD — PepsiCo Partnership to Cut Plastic Waste Through Aquafina Water Stations.** Historical refill station installation and initial performance. https://www.cud.ac.ae/news/canadian-university-dubai-partners-pepsico-cut-plastic-waste-through-aquafina-water-stations
2. **CUD — SDG 6: Clean Water and Sanitation.** Campus conservation, student innovation and community activities. https://sdg.cud.ac.ae/economic/sdg-6-clean-water-and-sanitation/index.html
3. **CUD — Department of Public Health.** Environmental Health Management education and SDG 6 learning activities. https://www.cud.ac.ae/faculties-and-departments/health-sciences-digital-innovation-and-sustainability/public-health
4. **CUD — Sustainability.** Institutional SDG alignment and environmental priorities. https://www.cud.ac.ae/sustainability
5. **CUD — Centre for Sustainability and Innovation.** Water security and environmental sustainability research priorities. https://www.cud.ac.ae/sustainability/research-in-sustainability/center-for-sustainability-and-innovation

Reporting Period: Calendar Year 2025, with earlier infrastructure investments, student achievements and environmental activities explicitly identified.



SDG 7 — Affordable and Clean Energy

Ensure access to affordable, reliable, sustainable and modern energy for all

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that energy efficiency and the transition towards renewable energy are essential to environmental sustainability and climate resilience. Improving energy performance, reducing dependence on fossil fuels and developing clean-energy technologies are particularly important in the United Arab Emirates, where cooling requirements contribute significantly to building energy demand.

CUD contributes to SDG 7 through campus energy management, infrastructure planning, renewable-energy education, applied research and student innovation.

The University's approach combines the monitoring of operational emissions with initiatives intended to improve building efficiency and expand the use of clean-energy technologies.

During 2025, CUD's emissions reporting demonstrated a reduction in carbon emissions intensity per student compared with 2022. This performance was complemented by research into energy-efficient buildings and international academic collaboration on sustainable materials and energy systems.

These activities support the UAE Net Zero 2050 Strategic Initiative and the Dubai Clean Energy Strategy 2050.

2. Energy Performance and Operational Efficiency

Monitoring Campus Carbon Emissions

CUD monitors operational carbon emissions associated with university vehicle fuel consumption and campus utilities.

The University's Sustainability Committee maintains annual emissions records, allowing the institution to assess its environmental performance over time.

According to *CUD Emissions By Year Report*, the University recorded **2,457.70 tonnes of carbon dioxide equivalent (tCO_2e)** in combined reported Scope 1 vehicle and Scope 2 utilities emissions during 2025.

In addition to its greenhouse gas emissions inventory, CUD maintains monthly electricity-consumption records for six utility accounts. During the 2025 calendar year, these accounts recorded a combined 5,814,081 kilowatt-hours (kWh) of purchased electricity, equivalent to 20,930.69 gigajoules (GJ) using the standard conversion factor of 1 kWh = 0.0036 GJ. This figure represents measured electricity consumption and excludes direct fuel consumption and any separately supplied energy not captured by the six electricity accounts.

The inventory also demonstrates a reduction in reported Scope 2 emissions intensity per full-time equivalent (FTE) student.

Operational Emissions Performance, 2022–2025

Performance Indicator	2022	2025	Change
Scope 1 Vehicle Emissions	14.55 tCO_2e	12.97 tCO_2e	−10.9%
Scope 2 Utilities Emissions	2,359.65 tCO_2e	2,444.73 tCO_2e	+3.6%
Combined Scope 1 and 2 Emissions	2,374.20 tCO_2e	2,457.70 tCO_2e	+3.5%
Scope 2 Emissions per FTE Student	2.27 tCO_2e	1.41 tCO_2e	−37.9%

Source: CUD Sustainability Committee, Emissions By Year v3 (2026). Values rounded for presentation.

CUD's Facilities Sustainability Roadmap identifies a total built-up area of **22,753 m^2**. Based on this area and the measured electricity-consumption records, electricity-use intensity was approximately 0.920 GJ/m^2 in 2025. This is an electricity-only intensity measure rather than the University's complete energy-use intensity, which also requires the reconciliation of direct fuel and any separately supplied cooling energy. The floor-area and energy reporting boundaries must be consistent for the indicator to be fully comparable.

Between 2022 and 2025, the University's reported Scope 2 emissions intensity decreased by approximately **38% per FTE student**, while absolute Scope 2 emissions increased by approximately 3.6%.

The distinction reflects the importance of considering both total environmental impact and emissions relative to university activity. CUD's emissions report identifies increased enrolment as a contributing factor to the growth in overall utilities-related emissions.

The inventory also records a reduction in vehicle fuel consumption from approximately 6,300 litres in 2022 to 5,614 litres in 2025.

These findings provide a quantitative basis for monitoring CUD's operational carbon performance and identifying opportunities for further improvement.

3. Campus Energy Management and Infrastructure Development

Facilities Sustainability Roadmap

CUD's Facilities and Administration Department has developed a *Facilities Carbon Performance and Sustainability Roadmap* outlining measures intended to improve energy efficiency, strengthen operational monitoring and support the transition towards cleaner energy.

The roadmap identifies building cooling, energy controls, mechanical and electrical systems, renewable energy and campus mobility as priority areas. The availability of annual electricity-consumption records provides CUD with a quantitative baseline for monitoring the effect of future building efficiency improvements. Planned measures, including smart thermostats, building-management controls and renewable-energy installations, are not included as completed 2025 energy savings.

Planned Infrastructure Improvements

Initiative	Development Focus	Roadmap Timeline
AC System Upgrades and Smart Thermostats	Improve cooling efficiency through scheduling and temperature control	April 2026
Building Management System	Centralise monitoring of HVAC, lighting and electrical systems	June 2026
Mechanical, Electrical and Plumbing Improvements	Address infrastructure inefficiencies and reduce unnecessary energy use	May 2026
Electric Vehicle Transition	Replace four leased operational vehicles with electric vehicles	2026
HUB Building Solar Installation	Explore on-site renewable electricity generation in coordination with the campus landlord	June 2027 target

The roadmap estimates that smart climate controls could reduce HVAC energy consumption by **10–15%**, while Building Management System optimisation could provide additional efficiency opportunities.

These percentages are projected benefits rather than independently measured savings. The proposed solar installation also remains subject to coordination and approval by the campus landlord.

The roadmap establishes a direction for institutional energy management, with major implementation milestones scheduled after the 2025 reporting year.

Promoting Energy-Conscious Behaviour

The University's facilities roadmap also outlines behavioural measures intended to encourage responsible energy use.

These include switching off unnecessary lighting and equipment, reducing after-hours cooling, maintaining appropriate indoor temperature settings and encouraging students and employees to report energy-related inefficiencies.

Such measures complement planned infrastructure improvements by promoting a shared responsibility for resource conservation.

4. Renewable-Energy Education, Research and Innovation

Bachelor of Science in Power and Renewable Energy Engineering

CUD contributes to the development of clean-energy expertise through its **Bachelor of Science in Power and Renewable Energy Engineering**.

The programme provides students with knowledge of conventional and renewable electricity systems, including:

- Solar energy technologies.
- Wind energy systems.
- Energy storage and battery technologies.
- Smart grids and power distribution.

- Power systems and energy conversion.

The programme supports the development of technical skills relevant to the renewable-energy transition and the modernisation of energy infrastructure.

Research on Energy-Efficient Buildings

In **2025**, CUD researchers contributed to an international study titled *Modular Green Walls: A Sustainable Architectural Solution for Energy Efficiency in Oceanic Climates*, published in *Energy and Buildings*.

The research examined the potential of modular green walls to improve building thermal performance and reduce cooling demand.

Experimental findings identified reductions of up to **15°C in external surface temperature** under the studied conditions, while building energy simulations indicated a potential **64.38% reduction in cooling load** for a specific modelled building configuration.

The findings demonstrate the potential contribution of nature-based building design to improved energy efficiency.

These results relate to the research conditions and simulation model; they do not represent measured energy savings at CUD's campus.

International Research Collaboration

On **9 April 2025**, CUD participated in the second *Workshop on Sustainable Materials and Energies for Resilient Buildings*, organised in collaboration with **La Rochelle University, France**, and the **University of Sherbrooke, Canada**.

The workshop brought together researchers to exchange knowledge on sustainable materials, building performance and energy-efficient construction.

The collaboration demonstrates CUD's engagement in international research addressing energy efficiency and sustainable building design.

Student Innovation

CUD has also encouraged renewable-energy innovation through practical engineering projects.

In **2023**, students developed a solar-powered autonomous vehicle prototype, demonstrating the integration of renewable energy and mobility technologies.

Another student team developed an award-winning wind-powered water pumping prototype, illustrating how wind energy can be applied to mechanical systems without relying on conventional electricity.

These historical achievements provide examples of applied clean-energy education and student innovation.

5. Progress and Outcomes

CUD's contribution to SDG 7 combines documented operational emissions monitoring, renewable-energy education, scientific research and long-term infrastructure planning.

Focus Area	Documented Progress	Reporting Status
Operational Carbon Performance	2,457.70 tCO_2e combined reported Scope 1 and 2 emissions in 2025	Institutional emissions inventory

Focus Area	Documented Progress	Reporting Status
Emissions Intensity	Approximately 38% reduction in Scope 2 emissions per FTE student since 2022	Reported performance improvement
Vehicle Fuel Consumption	Approximately 10.9% reduction in fuel-related emissions compared with 2022	Reported operational improvement
Energy Efficiency Research	2025 publication examining modular green walls and cooling efficiency	Published research
International Collaboration	Sustainable Materials and Energies Workshop, April 2025	Documented research event
Clean-Energy Education	BSc in Power and Renewable Energy Engineering	Established academic programme
Infrastructure Improvements	Smart building controls, EV transition and solar integration	Planned or under development; not counted as completed 2025 savings

The available evidence demonstrates progress in institutional emissions monitoring, research and strategic planning.

However, emissions data should not be interpreted as direct measurements of energy consumption, and the available documentation does not establish a verified total for campus electricity consumption or renewable energy generated during 2025.

6. Future Priorities

CUD's continued contribution to SDG 7 centres on improving energy efficiency, strengthening operational monitoring and expanding opportunities for renewable-energy integration.

Priorities include advancing smart building technologies, improving HVAC performance, developing more comprehensive energy monitoring systems and progressing the proposed solar installation.

The University also aims to strengthen clean-energy education, research collaboration and student innovation.

More detailed reporting of actual electricity and cooling consumption, energy savings and renewable generation will help CUD evaluate progress against its facilities sustainability roadmap.

Conclusion

Canadian University Dubai contributes to SDG 7 through operational energy management, renewable-energy education, research and infrastructure planning.

The University's 2025 emissions inventory demonstrated a **38% reduction in reported Scope 2 emissions intensity per FTE student compared with 2022**, alongside a reduction in vehicle fuel-related emissions. Absolute utilities emissions nevertheless increased over the same period.

These results provide a foundation for CUD's facilities sustainability roadmap, which identifies opportunities for smarter cooling systems, building management technologies, fleet electrification and renewable energy integration.

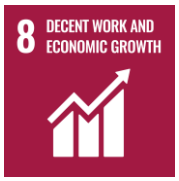
CUD's academic programmes and international research collaborations further support the development of knowledge and innovation relevant to clean energy and efficient buildings.

Together, these initiatives reflect the University's commitment to improving energy performance and supporting the transition towards more sustainable energy systems.

Supporting Evidence

1. **CUD Sustainability Committee (2026).** *CUD Emissions By Year v3.* Internal institutional emissions inventory covering 2022–2025.
2. **CUD Facilities and Administration Department.** *CUD Facilities Carbon Performance and Sustainability Roadmap.* Institutional energy performance and infrastructure development plan.
3. **CUD — Bachelor of Science in Power and Renewable Energy Engineering.** https://www.cud.ac.ae/programs/undergraduate/electrical-engineering/bachelor-of-science-in-power-and-renewable-energy
4. **Ouldboukhitine, S.-E., Bakkour, A., Khiati, S., and Belarbi, R. (2025).** *Modular Green Walls: A Sustainable Architectural Solution for Energy Efficiency in Oceanic Climates.* Energy and Buildings, 342, 115850. https://doi.org/10.1016/j.enbuild.2025.115850
5. **CUD — Sustainability Activities and News.** International research collaboration on sustainable materials and building energy efficiency. https://www.cud.ac.ae/sustainability/activities-and-news
6. **CUD — Sustainability.** Institutional environmental commitments and sustainability initiatives. https://www.cud.ac.ae/sustainability

Reporting Period: Calendar Year 2025, with historical research and student achievements, and future infrastructure projects, identified separately.



SDG 8 — Decent Work and Economic Growth

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that decent employment, entrepreneurship and sustainable economic development are fundamental to inclusive growth and social wellbeing. Universities contribute to these objectives by preparing graduates for employment, supporting innovation and promoting fair and responsible workplace practices.

CUD contributes to SDG 8 through its employment policies, career development services, industry partnerships, entrepreneurship education and business incubation initiatives.

During 2025, the University strengthened its contribution to economic development through the establishment of its Incubator Hub for Entrepreneurship and Innovation, the launch of its first incubator-supported startup, and programmes designed to support aspiring entrepreneurs.

These initiatives complement CUD's established commitment to equitable employment practices and its efforts to prepare students for the changing labour market.

2. Key Achievements in 2025

Launch of the CUD Incubator Hub for Entrepreneurship and Innovation

On **1 May 2025**, CUD organised the official launch of its Incubator Hub for Entrepreneurship and Innovation.



The Hub was established to support students, graduates and entrepreneurs in developing innovative business ideas and progressing towards venture creation.

Its activities include mentorship, entrepreneurial education, networking opportunities and access to a collaborative environment where participants can develop and refine business concepts.

The launch brought together university representatives, business leaders and entrepreneurship specialists to discuss opportunities for innovation and new business development.

The initiative reflects CUD's commitment to developing entrepreneurial capabilities and supporting innovation-led economic participation.

Venture Creation Program

In **September 2025**, CUD introduced its 12-week Venture Creation Program, designed to guide participants through the stages of developing a business.

The programme was scheduled to begin on 8 September and was open to CUD students, alumni, faculty, staff and external founders.

Its curriculum covered business model development, market validation, financial literacy, legal considerations, product development, fundraising and pitching.

The programme aimed to help participants progress from initial ideas towards viable business concepts and potential investment opportunities.

Its published structure demonstrates a systematic approach to entrepreneurship development. The available evidence does not establish the number of participants who completed the programme or subsequently established registered businesses.

TrustPaper — First Incubator-Supported Startup

On **29 October 2025**, CUD hosted the launch of **TrustPaper**, the first business venture with a filed patent to emerge from its Incubator Hub. The University formally announced the achievement in November 2025.

Powered by ZipTrust, TrustPaper uses blockchain-enabled technology and Near Field Communication (NFC) to support secure verification of academic documents.

The innovation aims to make document authentication faster and more reliable, providing potential applications in education and professional credential verification.

CUD also announced that **25% of royalty proceeds** from the business would be dedicated to an endowment supporting equality in education.

TrustPaper represents a significant milestone in the development of the University's entrepreneurship ecosystem.

The documented achievement is the launch of an incubator-supported venture with a filed patent. The available evidence does not establish commercial revenues, employment creation or royalty distributions during 2025.

3. Programmes and Ongoing Commitments

Fair Employment and Workplace Equality

CUD's Human Resources framework includes published commitments to equal employment opportunity, workplace dignity and non-discrimination.

The University's Equal Employment Opportunity policy addresses fair treatment in recruitment and employment regardless of characteristics including gender, nationality, religion, age and disability.

CUD also publishes a Workplace Discrimination, Harassment and Bullying Policy establishing expectations for respectful professional conduct and mechanisms for reporting concerns.

Its Faculty and Professional Staff Grievance Policy provides a framework through which employees may raise concerns regarding employment conditions and workplace relationships.

These policies support the University's institutional commitment to responsible employment practices.

CUD's published policy materials also address compensation, employee benefits, professional development and gender equality.

The available records do not establish comprehensive 2025 outcomes for living-wage compliance, gender pay-gap reduction or equivalent rights for all outsourced workers. Accordingly, the existence of employment policies is distinguished from verified workforce performance. CUD's updated employment records identify **232 employees on contracts exceeding 24 months**, out of **238 employees** within the reported workforce category. This represents approximately **97.5%** of employees under the applicable contract-duration measure. The figure provides a specific indicator of contractual employment stability but does not independently establish compliance with other employment-related measures, including living wages, pay equity or outsourced-worker conditions.

Career Development and Graduate Employability

CUD's Career Services and Internship Office supports students in preparing for employment and developing professional skills.

Its services include career guidance, CV development, interview preparation, networking, internship assistance and engagement with potential employers.

The University also works with industry partners to provide practical learning opportunities through internships.

CUD identifies internships as a compulsory component of its undergraduate programmes, allowing students to apply academic knowledge within professional environments. For academic year 2024–25, CUD's institutional records identify **256 students who completed work placements lasting longer than one month**, against a reported student population of 1,733. This represents approximately **14.8%** of the student population under the applicable reporting definition. The figure provides a measurable outcome of the University's work-placement arrangements and complements its wider career development activities.

These arrangements help connect higher education with workforce needs and support students' transition into employment.

Industry Engagement and Professional Development

CUD encourages engagement between students, employers and industry professionals through career-related events, workshops and professional networking opportunities.

In **September 2025**, CUD advertised its participation in **Ru'ya Careers UAE 2025**, a national career exhibition focused on opportunities for Emirati talent.

The event was scheduled for 23–25 September at Dubai World Trade Centre and provided a platform for engagement among employers, educational institutions and prospective employees.

CUD also promotes entrepreneurship through academic programmes, student projects and its Incubator Hub.

Together, these activities support employability, professional development and the creation of entrepreneurial opportunities.

4. Progress and Outcomes

CUD's documented SDG 8 activities during 2025 demonstrate progress in entrepreneurship infrastructure, venture development and industry engagement, supported by established employment and career services.

Focus Area	Documented Progress	Reporting Status
Entrepreneurship Infrastructure	Official launch of CUD Incubator Hub, 1 May 2025	Documented launch
Entrepreneurship Development	12-week Venture Creation Program scheduled from September 2025	Published programme; completion numbers unavailable
Startup Innovation	TrustPaper launched as the first patent-filing venture emerging from the incubator	Confirmed 2025 milestone
Educational Equality Commitment	25% of TrustPaper royalty proceeds designated for an education endowment	Announced commitment; actual distributions not established
Employment Equality	Equal Employment Opportunity and anti-discrimination policies	Published institutional provisions
Employee Grievance Support	Faculty and Professional Staff Grievance Policy	Published institutional provision
Graduate Employability	Career guidance, employer engagement and undergraduate internships	Established university services
Industry Engagement	CUD participation advertised for Ru'ya Careers UAE 2025	Published event participation plan
Workplace Pay and Labour Outcomes	No verified institution-wide 2025 compliance measures available	Not quantified

The University's strongest 2025 achievements relate to the development of its entrepreneurship ecosystem and the launch of an innovation-focused business venture.

These milestones demonstrate opportunities for economic participation and business development, but do not establish a quantified increase in employment or economic output attributable to CUD.

5. Future Priorities

CUD's continued contribution to SDG 8 centres on strengthening graduate employability, supporting entrepreneurship and promoting fair employment practices.

Priorities include expanding industry partnerships, developing further opportunities for internships and professional learning, and supporting the progress of ventures emerging from the Incubator Hub.

The University can also strengthen its workforce sustainability reporting through clearer measurement of compensation, employment equity, working conditions and relevant grievance and safeguarding arrangements.

More consistent monitoring of venture development, graduate employment and professional outcomes will help CUD demonstrate its contribution to inclusive economic growth.

Conclusion

Canadian University Dubai contributes to SDG 8 through responsible employment commitments, professional education, career development and entrepreneurship.

In 2025, the University launched its **Incubator Hub for Entrepreneurship and Innovation**, introduced the **Venture Creation Program**, and announced **TrustPaper**, its first incubator-supported startup with a filed patent.

These developments demonstrate CUD's growing role in supporting innovation, entrepreneurial skills and potential new business activity.

They are complemented by established career services, internship arrangements and workplace equality policies.

Together, these initiatives reflect CUD's commitment to preparing students for employment, encouraging sustainable entrepreneurship and contributing to economic development through education and innovation.

Supporting Evidence

1. **CUD — Launch of the Incubator Hub for Entrepreneurship and Innovation.** May 2025. https://www.cud.ac.ae/events/launch-cud-incubator-hub-entrepreneurship-and-innovation
2. **CUD — Venture Creation Program.** September–December 2025 programme structure. https://www.cud.ac.ae/events/venture-creation-program-incubator
3. **CUD — Canadian University Dubai Incubator Launches First Innovation Start-up.** TrustPaper, November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-incubator-launches-first-innovation-start
4. **CUD — Career Services and Internships.** Career guidance, employer engagement and internship requirements. https://www.cud.ac.ae/student-affairs/industry-placement
5. **CUD — Equal Employment Opportunity and Workplace Discrimination Policy.** https://sdg.cud.ac.ae/sdg-8-decent-work-and-economic-growth/8-2/8-2-3/index.html

6. **CUD — Faculty and Professional Staff Grievance Policy.**
https://sdg.cud.ac.ae/sdg-8-decent-work-and-economic-growth/8-2/8-2-6/index.html

7. **CUD — Compensation, Benefits and Staff Gender Equality Policies.**
https://sdg.cud.ac.ae/sdg-8-decent-work-and-economic-growth/8-2/8-2-5/index.html

8. **CUD — Ru'ya Careers UAE 2025. September 2025.**
https://www.cud.ac.ae/events/ruya-careers-uae-2025

Reporting Period: Calendar Year 2025, with established institutional policies and services identified separately.



SDG 9 — Industry, Innovation and Infrastructure

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises innovation, technological development and resilient infrastructure as essential to sustainable economic growth. Universities contribute to these objectives through applied research, advanced technical education, partnerships with industry and government, and the development of solutions to real-world challenges.

CUD contributes to SDG 9 through engineering and technology education, interdisciplinary research, student innovation and the commercialisation of emerging technologies.

During 2025, the University strengthened its innovation ecosystem through the launch of its Incubator Hub, externally funded technology research, new artificial intelligence education and the development of student-led solutions to transport, urban infrastructure and digital security challenges.

These activities support the UAE's ambitions for technological innovation, digital transformation and knowledge-based economic development.

2. Key Achievements in 2025

Launch of the CUD Incubator Hub

On **1 May 2025**, CUD organised the official launch of its Incubator Hub for Entrepreneurship and Innovation.

The Hub provides a platform connecting academic knowledge, technical expertise, mentorship and venture development. It aims to support students, graduates, faculty and external entrepreneurs in transforming innovative ideas into practical applications.

The Incubator offers opportunities for business development, technical collaboration, professional guidance and engagement with industry specialists.

Its establishment represents an institutional development supporting the progression of innovation from academic and student projects towards potential commercial applications.

TrustPaper — Technology Commercialisation

In **October 2025**, CUD launched **TrustPaper**, the first business venture with a filed patent to emerge from its Incubator Hub.

Powered by ZipTrust, the technology combines blockchain-enabled verification with Near Field Communication (NFC) to support the secure authentication of academic documents.

TrustPaper aims to improve the reliability and efficiency of credential verification by connecting physical documents with digital authentication systems.

The initiative represents a milestone in CUD's efforts to support technology development and commercialisation.

The documented achievement includes the launch of TrustPaper, an incubator-supported venture with a filed patent. Separately, CUD's institutional innovation records identify **18 university spin-offs** within the relevant reporting scope. The spin-off count is based on the applicable institutional classification and is distinguished from student prototypes, incubated ideas and patent applications. Patent grant status and commercial revenues from TrustPaper are not established by the available evidence.

Three Externally Funded Technology Research Projects

In **July 2025**, CUD researchers secured **three grants from the Dubai Future Foundation** through its Research, Development and Innovation programme.

The projects address advanced technological challenges through artificial intelligence, biomedical imaging and health systems innovation.

Research Area	Technological Contribution
AI for Early Dementia Detection	Development of explainable artificial intelligence methods for analysing indicators of neurological disease
Advanced Biomedical Imaging	Development of methods for processing and reconstructing high-resolution three-dimensional biological images
Health Technology Assessment	Investigation of digital and AI-enabled methods supporting evidence-based healthcare technology assessment

The projects involve collaboration with academic institutions in the United Kingdom, Canada, Germany, China and the UAE.

The grants demonstrate CUD's participation in externally supported research and the development of technologies with potential applications in healthcare and scientific infrastructure.

Their announcement establishes funded research activity in 2025, rather than completed technological deployment or commercialisation.

Student Innovation in Smart Transportation

CUD students developed **SmartTranspo**, an AI-powered taxi management system designed to improve transport efficiency and safety.

The innovation uses data science and machine-learning approaches to identify accident-prone locations, predict demand and optimise vehicle dispatch.

The system received the **Best Implementation Champion** award at the Alibaba Cloud/AI and Roads and Transport Authority Hackathon 2024, with the achievement announced by CUD in January 2025.

The team received **US$3,000 in cash and US$10,000 in Alibaba Cloud credits**.

SmartTranspo demonstrates the application of artificial intelligence to urban mobility challenges. The award recognises a student innovation and does not independently establish deployment within Dubai's operational taxi network.

ParkSense — AI Innovation for Urban Infrastructure

In **December 2025**, first-year students from CUD's School of Engineering, Applied Science and Technology won **second place at the AI Genesis Hackathon 2025**.

Their innovation, **ParkSense**, proposed an intelligent parking management solution incorporating real-time information, mapping and AI-assisted analysis.

The project aimed to improve parking availability information and reduce inefficiencies associated with searching for parking spaces in urban environments.

The competition involved more than **4,800 participants and 600 teams internationally**, providing students with an opportunity to test their ideas in a global innovation environment.

ParkSense represents an award-winning prototype and student innovation achievement, rather than an independently verified operational urban parking system.

3. Programmes and Ongoing Commitments

Engineering, Artificial Intelligence and Technical Education

CUD's engineering and technology programmes support the development of skills relevant to digital transformation and modern infrastructure.

In **July 2025**, the University announced the launch of its **Bachelor of Science in Artificial Intelligence**, designed to equip students with technical knowledge in machine learning, intelligent systems, computer vision and related technologies.

The programme complements CUD's established education in engineering, computing, cybersecurity and renewable energy.

These academic offerings contribute to preparing graduates for emerging technical professions and support the development of knowledge relevant to Industry 4.0 and sustainable infrastructure.

Research and Industry Collaboration

CUD promotes applied research through collaboration with government agencies, industry partners and international academic institutions.

In **November 2025**, the University signed a Memorandum of Understanding with Dubai Municipality covering environment, health and safety research, including food inspection, risk assessment and emerging technologies.

The agreement establishes a framework for technical collaboration and potential research addressing public-sector challenges.

CUD also collaborates internationally on research in energy-efficient buildings, advanced computing, biomedical technologies and sustainable design.

These activities contribute to the exchange of expertise and the development of research capabilities relevant to sustainable infrastructure and technological innovation.

International Student Innovation

In **February 2025**, CUD collaborated with **HOGENT University, Belgium**, on an international sustainability hackathon involving **80 students**.

Participants developed solutions addressing urban challenges such as food waste, traffic congestion and accessibility.

The programme demonstrated how international collaboration, technical education and entrepreneurship can support innovation aimed at improving urban systems.

Its outcomes are recorded as student projects and competition achievements, rather than operational infrastructure improvements.

4. Progress and Outcomes

CUD's documented SDG 9 activities in 2025 demonstrate progress in technology research, innovation infrastructure, applied learning and venture development.

Focus Area	Documented Progress	Reporting Status
Innovation Infrastructure	CUD Incubator Hub officially launched in May 2025	Documented institutional initiative
Technology Commercialisation	TrustPaper launched with a filed patent	Confirmed 2025 venture milestone
Externally Funded Research	Three Dubai Future Foundation research grants awarded	Confirmed 2025 research funding
Artificial Intelligence Education	BSc in Artificial Intelligence announced in July 2025	Documented academic programme launch
Smart Mobility Innovation	SmartTranspo award announced in January 2025	Competition achievement from 2024
Smart Urban Infrastructure	ParkSense received second place at AI Genesis Hackathon 2025	Confirmed student innovation award
International Innovation Collaboration	80 students participated in the CUD–HOGENT Hackathon	Confirmed 2025 activity
Industry and Government Research	Dubai Municipality MoU signed in November 2025	Confirmed partnership framework
University Spin-Offs and Industry Research Income	No reconciled qualifying totals included	Not independently established

These achievements demonstrate CUD's engagement in technological development and the creation of an academic environment supporting innovation.

The University's recorded spin-off activity is reported separately from student prototypes, research grants and incubator-supported ventures. The presence of spin-off enterprises does not independently establish commercial revenues, the deployment of new technologies or the subsequent economic outcomes of individual businesses.

5. Future Priorities

CUD's continued contribution to SDG 9 centres on strengthening applied research, supporting technological innovation and developing opportunities to translate academic knowledge into practical solutions.

Priorities include expanding industry and government research collaboration, developing the Incubator Hub's capacity to support technology-based ventures, and encouraging further student innovation in artificial intelligence, engineering and sustainable infrastructure.

The University can also strengthen future reporting by documenting research commercialisation outcomes, intellectual property development, start-up activity and industry-supported research.

These measures will support a clearer understanding of the practical applications and economic contributions emerging from the University's innovation ecosystem.

Conclusion

Canadian University Dubai contributes to SDG 9 through engineering education, applied research, technological innovation and partnerships with industry and government.

During 2025, the University established its **Incubator Hub for Entrepreneurship and Innovation**, launched **TrustPaper** as its first incubator-supported venture with a filed patent, and secured **three Dubai Future Foundation research grants** addressing advanced technological challenges.

CUD students also received recognition for AI-powered transportation and smart parking innovations, while international academic collaboration provided opportunities to develop sustainable solutions to urban challenges.

These activities demonstrate the University's commitment to strengthening research and innovation capabilities, supporting technology development and contributing to a more sustainable, knowledge-based economy.

Supporting Evidence

1. **CUD — Launch of the Incubator Hub for Entrepreneurship and Innovation.** May 2025. https://www.cud.ac.ae/events/launch-cud-incubator-hub-entrepreneurship-and-innovation
2. **CUD — Canadian University Dubai Incubator Launches First Innovation Start-up.** TrustPaper, November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-incubator-launches-first-innovation-start
3. **CUD — Three DFF-Funded Projects to Advance Healthcare Innovation.** July 2025. https://www.cud.ac.ae/news/canadian-university-dubai-lead-three-dff-funded-projects-advance-healthcare-innovation
4. **CUD — Launch of Bachelor of Science in Artificial Intelligence.** July 2025. https://www.cud.ac.ae/news/cud-introduces-new-ai-program-advance-global-leadership-artificial-intelligence
5. **CUD — Students Develop Award-Winning Taxi Management System.** SmartTranspo, January 2025.

https://www.cud.ac.ae/news/canadian-university-dubai-students-develop-award-winning-taxi-management-system

6. **CUD — SEAST Students Win Second Place at AI Genesis Hackathon 2025.** ParkSense, December 2025. https://www.cud.ac.ae/news/seast-first-year-students-win-2nd-place-ai-genesis-hackathon-2025
7. **CUD — Students Create Innovations to Tackle Sustainability Challenges.** CUD–HOGENT Hackathon, February 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-create-innovations-tackle-sustainability-challenges
8. **CUD — Dubai Municipality MoU to Advance Environment, Health and Safety.** November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-and-dubai-municipality-sign-mou-advance-environment-health-safety

Reporting Period: Calendar Year 2025, with earlier innovation achievements and ongoing academic programmes identified separately.



SDG 10 — Reduced Inequalities

Reduce inequality within and among countries

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that reducing inequality requires equitable access to education, opportunities for participation and support for individuals facing social, economic or physical barriers.

The University contributes to SDG 10 through inclusive admissions, targeted scholarships, disability support, accessible facilities, student wellbeing services and community engagement.

CUD's approach emphasises providing students from diverse backgrounds with opportunities to pursue higher education and participate fully in university life. Its institutional arrangements include dedicated support for Students of Determination, individualised academic accommodations and equity, diversity and inclusion (EDI) oversight.

During 2025, the University continued its commitment to educational inclusion and collaborated with external organisations on a public design initiative promoting accessibility and the contributions of People of Determination.

These activities support SDG 10 while contributing to SDG 4 (Quality Education), SDG 5 (Gender Equality) and SDG 11 (Sustainable Cities and Communities).

2. Key Achievements in 2025

Dome of Inclusion — Dubai Design Week

On **19 November 2025**, CUD announced the unveiling of the **Dome of Inclusion** at Dubai Design Week.

The installation was developed through a collaboration involving **CUD's School of Architecture and Interior Design, Dubai Holding Entertainment and ImInclusive**.

The project aimed to promote accessibility, celebrate diversity and highlight the creative contributions of People of Determination.

Constructed from sustainable cardboard, the installation featured interconnected geometric structures representing collaboration, creativity, inclusion, empowerment, innovation and unity.

Its design also recognised five broad areas of disability: physical, sensory, neurodiversity, intellectual and psychosocial.

Artwork created by People of Determination was incorporated into the installation, providing a platform for creative expression and public engagement.

The initiative built upon the partners' earlier *Shelter of Inclusivity* installation, presented during Dubai Design Week in 2024.



Through this collaboration, CUD students applied design skills to a public project addressing disability awareness and social inclusion.

The completed 2025 installation demonstrates the University's contribution to accessible design education and community engagement. Its social impact is not expressed as a quantified change in public attitudes.

Supporting Students of Determination

CUD's published disability inclusion records demonstrate substantial participation by Students of Determination across successive academic years.

Academic Year	Students of Determination Enrolled
2022–23	85
2023–24	96
2024–25	110
2025–26	109

The number of enrolled Students of Determination increased from 85 in 2022–23 to **110 in 2024–25**, representing approximately **29% growth** over that period.

The subsequently reported figure of 109 for 2025–26 indicates broadly similar enrolment, with a small decrease from the preceding academic year.

These records demonstrate the scale of participation by students requiring disability-related support. They do not independently establish admission rates, graduation rates or the effectiveness of individual support programmes.

3. Programmes and Ongoing Commitments

Scholarships and Inclusive Educational Access

CUD supports educational access through scholarships designed to address financial and disability-related barriers.

The University's **Special Needs Scholarship** provides eligible undergraduate Students of Determination with tuition reductions of **up to 40%**, subject to the relevant academic, eligibility and Scholarship Committee requirements.

For continuing students, the published minimum CGPA requirement is 2.0. Individual needs and financial or academic circumstances may also be considered as part of the applicable scholarship assessment.

CUD additionally provides a Financial Hardship Scholarship for students experiencing documented financial difficulties, as outlined under SDG 1.

These scholarship arrangements support educational access for students who may face additional barriers to participation.

Disability Support and Academic Accommodations

CUD operates a dedicated **Disability Support Office**, providing individualised assistance to Students of Determination.

Support may include:

- Extended examination time and adapted assessment arrangements.
- Assistive technologies and accessible learning resources.
- Individual academic guidance and tutoring.
- Note-taking assistance.
- Distraction-reduced examination environments.
- Confidential counselling and referral support.

Accommodations are considered on a case-by-case basis according to students' documented needs and programme requirements.

The University's published information identifies **Ms. Simran Siddiqui** as overseeing the counselling, EDI and Disability Support functions, working with Student Affairs and Human Resources to address inclusion-related needs.

Accessible Campus Infrastructure

CUD's campus accessibility arrangements are designed to support students, employees and visitors with disabilities.

The University's published facilities inventory identifies:

Accessibility Feature	Documented Provision
Accessible Washrooms	9 across the HUB and School of Management buildings
Designated Accessible Parking	20 parking spaces

Accessibility Feature	Documented Provision
Wheelchairs	5 available at clinic and reception locations
Step-Free Access	Ramps and accessible circulation routes
Elevators	Access between floors in campus buildings
Emergency Accessibility	Evacuation chairs and related safety arrangements

These provisions support physical accessibility across academic, administrative and shared campus spaces.

The figures represent CUD's published facilities inventory. A separate inventory date or completed 2025 compliance audit has not been established.

Equity, Diversity and Inclusion

CUD's EDI framework emphasises equitable treatment, respect and participation across the university community.

Its institutional policies address non-discrimination in educational and employment settings, while student support services provide mechanisms for addressing individual accessibility, wellbeing and inclusion needs.

The University also works to support the transition of Students of Determination into professional life through career guidance and engagement with inclusive employers.

These arrangements contribute to reducing barriers to participation beyond initial university admission.

4. Progress and Outcomes

CUD's documented SDG 10 contributions combine disability access, financial assistance, inclusive infrastructure and public engagement.

Focus Area	Documented Progress	Reporting Status
Community Inclusion	Dome of Inclusion unveiled at Dubai Design Week in November 2025	Confirmed 2025 initiative
Disability Representation	110 Students of Determination enrolled in 2024–25	Published academic-year figure
Disability Access Scholarship	Tuition reductions of up to 40% for eligible undergraduates	Published institutional provision
Individualised Support	Disability Support Office, academic accommodations and counselling	Established institutional provision
Accessible Infrastructure	9 accessible washrooms, 20 parking spaces and 5 wheelchairs	Published facilities inventory
EDI Governance	Designated EDI and Disability Support oversight	Documented institutional arrangement

Focus Area	Documented Progress	Reporting Status
Career Inclusion	Career guidance and engagement with inclusive employers	Documented support approach; placement totals unavailable
Underrepresented Student Outcomes	No reconciled 2025 admission, completion or employment outcome figures included	Not quantified

The available evidence demonstrates CUD's approach to reducing educational and participation barriers.

However, the existence of support services and facilities does not by itself establish improved completion, employment or socioeconomic outcomes for students from underrepresented groups.

5. Future Priorities

CUD's continued contribution to SDG 10 centres on improving accessibility, strengthening individualised student support and expanding opportunities for inclusive participation.

Priorities include reviewing campus accessibility, supporting Students of Determination throughout their academic journey and strengthening partnerships with organisations promoting disability inclusion.

More consistent reporting of scholarship participation, academic progression, support service use and inclusive employment outcomes would help demonstrate the effectiveness of these arrangements.

The University can also build upon public engagement initiatives such as the Dome of Inclusion to encourage awareness, representation and accessibility in the wider community.

Conclusion

Canadian University Dubai contributes to SDG 10 through inclusive educational access, disability support, accessible infrastructure and community engagement.

The University provides targeted scholarships, individualised academic accommodations and dedicated support services intended to reduce barriers faced by Students of Determination.

Its published records identify **110 Students of Determination enrolled in 2024–25**, reflecting increased participation compared with earlier academic years.

In 2025, CUD further demonstrated its commitment through the **Dome of Inclusion**, developed with Dubai Holding Entertainment and ImInclusive to promote accessibility and celebrate the contributions of People of Determination.

Together, these initiatives reflect CUD's commitment to creating opportunities for people of diverse backgrounds and abilities to participate in education, professional development and community life.

Supporting Evidence

1. **CUD — Students Unveil Dome of Inclusion During Dubai Design Week.** November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-unveil-dome-inclusion-during-dubai-design-week
2. **CUD — People of Determination.** Disability enrolment, academic accommodations, scholarships and accessible facilities. https://www.cud.ac.ae/sustainability/social-responsibility/people-of-determination

3. **CUD — Equity, Diversity and Inclusion.** Institutional EDI framework and governance. https://www.cud.ac.ae/sustainability/social-responsibility/edi

4. **CUD — Scholarships.** Financial Hardship and Special Needs Scholarship provisions. https://www.cud.ac.ae/scholarships

5. **CUD — Shelter of Inclusivity at Dubai Design Week.** Historical collaboration, November 2024. https://www.cud.ac.ae/news/dubai-holding-entertainment-partnership-canadian-university-dubai-unveils-shelter-inclusivity

6. **CUD — Personal Counselling.** Confidential student counselling and support services. https://www.cud.ac.ae/student-life/personal-counselling

Reporting Period: Calendar Year 2025, with academic-year enrolment data and established institutional provisions identified separately.



SDG 11 — Sustainable Cities and Communities

Make cities and human settlements inclusive, safe, resilient and sustainable

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises the importance of developing inclusive, resilient and sustainable cities that support environmental responsibility, accessibility and quality of life.

Located in Dubai's City Walk district, CUD contributes to SDG 11 through sustainable urban design education, mobility and accommodation services, research on building performance, and community engagement.

The University's approach combines practical support for campus connectivity with academic initiatives addressing sustainable buildings, urban mobility, environmental resilience and inclusive public spaces.

During 2025, CUD strengthened its contribution through an international sustainable cities hackathon, climate-responsive architecture projects and a public design installation promoting accessibility and community inclusion.

These initiatives support SDG 11 while contributing to SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities) and SDG 13 (Climate Action).

2. Key Achievements in 2025

International Hackathon for Sustainable Cities

On **6 February 2025**, CUD collaborated with **HOGENT University, Belgium**, to organise the *Collaborate, Innovate, Compete* Hackathon.

The event brought together **80 students from the two universities** to develop solutions to challenges affecting sustainable urban communities in Dubai and Ghent.

Focusing specifically on SDG 11, participants addressed food waste, traffic congestion, accessible public transportation and more inclusive urban living.

Projects included proposals for improved transport accessibility and circular approaches to resource use.

The three leading teams received a combined **AED 10,000 in prize funding**, recognising their proposed solutions.

The hackathon demonstrated how cross-border educational collaboration can encourage innovation addressing urban sustainability challenges.

Its achievements are reported as student-developed concepts and competition results rather than implemented city infrastructure.

Climate-Responsive Architectural Design

On **4 August 2025**, CUD announced a series of sustainability-focused architecture projects inspired by **Ghaf Woods**, a forest-integrated residential development in Dubai.

Students from the School of Architecture and Interior Design developed proposals for low-rise, multi-use recreational centres responding to Dubai's environmental and climatic conditions.

The projects explored nature-inspired architecture, passive cooling, sustainable materials and the integration of buildings with surrounding landscapes.



Design concepts included a biomimetic canopy, a facility seeking to use challenging environmental conditions as design opportunities, and a pavilion integrated with the natural setting.

The initiative provided students with opportunities to apply sustainable design principles to urban development challenges.

The projects represent completed educational design work, not verified construction or operation of the proposed buildings.

Dome of Inclusion — Accessible Public Design

In **November 2025**, CUD collaborated with **Dubai Holding Entertainment and ImInclusive** to present the *Dome of Inclusion* at Dubai Design Week.

Developed by students and faculty from CUD's School of Architecture and Interior Design, the installation explored how public design can promote accessibility, creativity and community participation.

Constructed from sustainable cardboard, the Dome incorporated artwork created by People of Determination and design features representing inclusion and collaboration.

The installation demonstrated how architecture and public art can raise awareness of accessibility and encourage greater consideration of diverse community needs.

It built upon the partners' earlier *Shelter of Inclusivity* installation presented in 2024.

The 2025 Dome of Inclusion represents a documented contribution to public engagement and inclusive design, complementing the University's disability inclusion initiatives reported under SDG 10.

3. Programmes and Ongoing Commitments

Sustainable Transportation and Campus Connectivity

CUD provides transportation arrangements intended to support access between its City Walk campus, surrounding transport networks and student residential areas.

The University's published services include a shuttle connecting **Dubai Mall Metro Station and City Walk**, with scheduled journeys throughout the university day.

CUD also provides transportation services from **Sharjah and Ajman**, subject to published schedules and applicable fees.

These arrangements offer students alternatives to individual car journeys and support connectivity with Dubai's wider public transportation network.

The University's central location also provides access to pedestrian routes and nearby services, including retail, dining and everyday amenities.

Although these provisions support more accessible mobility, the available evidence does not establish the number of private car trips avoided or the resulting emissions reductions during 2025.

Student Accommodation and Campus Living

CUD provides student accommodation for eligible local and international students.

Its published residence information describes semi-furnished apartments located near the City Walk campus, with amenities including high-speed Wi-Fi, included utilities and shuttle transportation.

The accommodation also provides access to nearby Metro connections, supermarkets, laundry facilities and dining options.

These arrangements are intended to support convenient student living and reduce practical barriers associated with travelling between accommodation and university facilities.

CUD's employment arrangements additionally describe housing and transportation allowances for eligible employees, subject to applicable contractual conditions.

The availability of accommodation and allowances is documented, but the evidence does not establish whether the student housing is below comparable market rents or quantify 2025 housing beneficiaries.

Sustainable Building Research and Education

CUD contributes to sustainable urban development through academic research and education in architecture, engineering and environmental design.

Its research activities include investigations into building energy efficiency, sustainable materials and climate-responsive design.

A **2025 study co-authored by CUD researchers** examined modular green walls as a passive cooling solution, reporting experimentally observed reductions in building surface temperatures and modelled reductions in cooling demand under specified conditions.

This research contributes knowledge relevant to designing more energy-efficient buildings in response to climate and environmental challenges.

The study's findings concern the investigated research conditions and are not presented as measured improvements to CUD's campus buildings.

4. Progress and Outcomes

CUD's documented SDG 11 contributions in 2025 demonstrate progress in sustainable urban design education, international collaboration and public engagement.

Focus Area	Documented Progress	Reporting Status
Sustainable Cities Innovation	CUD–HOGENT Hackathon involving 80 students, February 2025	Confirmed 2025 event
Climate-Responsive Architecture	Ghaf Woods-inspired sustainable design projects announced August 2025	Completed student design projects
Accessible Public Design	Dome of Inclusion presented at Dubai Design Week, November 2025	Confirmed public installation
Sustainable Mobility	Shuttle connection between City Walk and Dubai Mall Metro Station, with Sharjah and Ajman transport services	Published institutional services
Student Accommodation	University-supported residences with transport access and included amenities	Documented institutional provision
Building Sustainability Research	2025 publication examining green walls and thermal performance	Published academic research
Transport and Housing Outcomes	No verified 2025 modal shift, travel emissions reduction or housing affordability measure available	Not quantified

The available evidence demonstrates CUD's contribution to sustainable cities through education, research, student innovation and accessible community design.

However, proposed urban solutions should not be equated with completed infrastructure, while transport and accommodation provision should be distinguished from independently measured sustainability outcomes.

5. Future Priorities

CUD's continued contribution to SDG 11 centres on promoting sustainable urban design, supporting accessible mobility and strengthening links between academic research and community development.

Priorities include expanding opportunities for student-led sustainable design, developing partnerships with urban development organisations and improving the documentation of transportation and accommodation services.

Future reporting can be strengthened through information on shuttle usage, sustainable commuting participation, accommodation accessibility and the implementation of urban sustainability projects.

The University also seeks to build upon initiatives such as the Dome of Inclusion to promote inclusive public spaces and accessible design practices.

Conclusion

Canadian University Dubai contributes to SDG 11 through sustainable urban design education, student innovation, public engagement and campus mobility services.

During 2025, the University collaborated internationally on solutions to sustainable city challenges, developed climate-responsive architectural proposals inspired by Ghaf Woods, and presented the Dome of Inclusion to promote accessible public design.

These achievements complement the University's established transport and accommodation arrangements and its research addressing sustainable building performance.

Together, they reflect CUD's commitment to developing knowledge, partnerships and practical ideas that support more inclusive, resilient and environmentally responsible communities.

Supporting Evidence

1. **CUD — Students Create Innovations to Tackle Sustainability Challenges.** CUD–HOGENT Hackathon, February 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-create-innovations-tackle-sustainability-challenges
2. **CUD — Architecture Students Pioneer Climate-Responsive Designs.** Ghaf Woods-inspired projects, August 2025. https://www.cud.ac.ae/news/canadian-university-dubai-architecture-students-pioneer-climate-responsive-designs
3. **CUD — Students Unveil Dome of Inclusion During Dubai Design Week.** November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-unveil-dome-inclusion-during-dubai-design-week
4. **CUD — Transportation. University shuttle routes and schedules. https://www.cud.ac.ae/life-on-campus/transportation**
5. **CUD — CUD Residence.** Student accommodation, connectivity and sustainable campus living. https://www.cud.ac.ae/sustainability/campus/cud-residence
6. **CUD — Architecture and Design Research.** Sustainable design, urban development and building energy research. https://www.cud.ac.ae/research/projects/architecture-and-design
7. **Ouldboukhitine, S.-E., Bakkour, A., Khiati, S., and Belarbi, R. (2025).** *Modular Green Walls: A Sustainable Architectural Solution for Energy Efficiency in Oceanic Climates.* Energy and Buildings, 342, 115850. https://doi.org/10.1016/j.enbuild.2025.115850

Reporting Period: Calendar Year 2025, with established institutional services and historical initiatives identified separately.



SDG 12 — Responsible Consumption and Production

Ensure sustainable consumption and production patterns

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that responsible consumption, resource efficiency and waste reduction are essential to sustainable development. The transition towards a circular economy requires changes in how materials and products are designed, used, recovered and reused, reducing environmental impacts while creating opportunities for innovation.

CUD contributes to SDG 12 through campus resource-management initiatives, student innovation, sustainability education and research addressing circular economy principles.

The University's approach combines efforts to reduce disposable materials and encourage recycling with academic programmes and practical projects that explore more sustainable consumption and production systems.

During 2025, CUD strengthened its contribution through an award-winning food waste innovation, the launch of a postgraduate programme dedicated to the circular economy, and student design projects incorporating sustainable materials.

These activities support SDG 12 while contributing to SDG 2 (Zero Hunger), SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure) and SDG 11 (Sustainable Cities and Communities).

2. Key Achievements in 2025

FoodLoop — Circular Innovation for Food Waste

In **February 2025**, CUD collaborated with **HOGENT University, Belgium**, to organise an international sustainability hackathon involving **80 students** from the two institutions.

The first-place project, **FoodLoop**, was developed by a six-member team comprising three CUD students and three HOGENT students.

FoodLoop proposed a circular business model to collect food waste from households and businesses and repurpose it into useful products.

Potential applications included animal feed, fertilisers and biodegradable containers, plates, cups and utensils.

The concept demonstrated how discarded food materials could be considered resources for new production processes rather than waste requiring disposal.

The top three hackathon teams shared **AED 10,000 in prize funding**.

The project reflects CUD's commitment to encouraging students to develop solutions that address resource efficiency and responsible production.

FoodLoop's documented achievement was the development and recognition of an innovative business concept. The available evidence does not establish that it had commenced commercial operations or processed measurable quantities of food waste during 2025.

Launch of MSc in Design Innovation for Circular Economy

On **2 June 2025**, CUD announced the launch of its **Master of Science in Design Innovation for Circular Economy (MSc DICE)**.

Accredited by the UAE Ministry of Higher Education and Scientific Research on **25 March 2025**, the programme provides specialised postgraduate education addressing the transition from linear consumption patterns towards regenerative and circular systems.

The 33-credit programme integrates design, technology, sustainability and policy, with academic content addressing:

- Principles of the circular economy.
- Lifecycle assessment and circular metrics.
- Regenerative buildings and cities.
- Sustainable design policy and governance.
- Resource efficiency and sustainable production.
- Technology-enabled approaches to circular innovation.

The programme supports the development of skills relevant to the **UAE Circular Economy Policy 2021–2031**, preparing students to consider how products, services, buildings and systems can be designed to reduce waste and improve resource use.

Its introduction represents a documented expansion of CUD's sustainability-focused academic offerings in 2025.

The programme launch is distinguished from enrolment, graduation or professional outcomes, which have not been separately established for the reporting period.

Sustainable Materials and Inclusive Design

In **November 2025**, CUD students from the School of Architecture and Interior Design participated in creating the **Dome of Inclusion**, presented during Dubai Design Week.

Developed in collaboration with Dubai Holding Entertainment and ImInclusive, the installation was constructed using sustainable cardboard and incorporated artwork created by People of Determination.

The project demonstrated how alternative materials and collaborative design approaches can be applied in public installations.

Although the initiative primarily addressed accessibility and social inclusion, its material choices and design approach also demonstrate the integration of sustainability considerations into student creative practice.

The completed installation is reported as an educational and public design achievement, rather than a quantified reduction in construction waste.

3. Programmes and Ongoing Commitments

Reducing Single-Use Plastics

CUD promotes responsible consumption through its partnership with **PepsiCo and Aquafina**, which introduced three touch-free drinking-water refill stations in 2022.

The initiative encourages students, faculty and staff to use reusable drinking containers instead of relying on single-use plastic bottles.

During the stations' first six weeks of operation, CUD reported the avoidance of **11,090 single-use plastic bottles**, equivalent to an average of more than 1,800 bottles per week during that initial period.

The initiative also reported estimated avoidance of more than **865 kg of carbon dioxide emissions** associated with disposable bottle use.

These historical launch-period figures demonstrate the initial uptake of the programme. They are not presented as verified annual results for 2025.

Campus Recycling and Resource Efficiency

CUD's sustainability evidence describes recycling facilities intended to support the separation of recyclable materials, including paper, plastic and cans.

The University also identifies resource-efficiency measures relating to water consumption, electricity use and campus operations.

The CUD Café's published sustainability information describes the use of biodegradable straws and takeaway containers as part of its approach to reducing disposable-material impacts.

These measures support a campus environment that encourages students and employees to consider the environmental consequences of everyday consumption.

However, the available records do not establish the total quantity of waste generated, recycled or diverted from landfill during 2025.

Student Innovation and Responsible Consumption

CUD has an established record of encouraging students to develop solutions addressing resource use and food waste.

In **2023**, students developed **Byte**, an AI-assisted meal-planning concept designed to recommend recipes using ingredients already available to households. The project received AED 10,000 in backing through a university entrepreneurship competition. In **2024**, students developed **FoodGuardian**, an application designed to monitor food expiry dates and connect users with nearby food banks. The project received third place at the IEEE UAE Student Day Competitions.

Together with FoodLoop in 2025, these projects demonstrate continuing student engagement with waste prevention, reuse and responsible consumption.

Their educational and innovation achievements are distinguished from verified operational waste savings.

4. Progress and Outcomes

CUD's documented contributions to SDG 12 in 2025 demonstrate progress in circular economy education, student innovation and sustainability-oriented design.

Focus Area	Documented Progress	Reporting Status
Food Waste Innovation	FoodLoop won first place in the CUD–HOGENT international hackathon	Confirmed February 2025 achievement
Circular Economy Education	MSc in Design Innovation for Circular Economy launched in June 2025	Confirmed programme launch
Sustainable Materials	Dome of Inclusion constructed using sustainable cardboard	Confirmed November 2025 installation
Single-Use Plastic Reduction	11,090 bottles avoided during the Aquafina initiative's first six weeks	Historical 2022 result
Campus Recycling	Recycling facilities for paper, plastic and cans described in CUD sustainability materials	Documented institutional provision
Food Waste Prevention Education	Byte, FoodGuardian and FoodLoop developed between 2023 and 2025	Student innovation achievements
2025 Waste Generation and Recycling	No verified annual waste quantities or recycling rates available	Not quantified
Sustainable Procurement	No verified 2025 procurement expenditure or sustainability compliance rate available	Not quantified

These activities demonstrate CUD's engagement with responsible consumption through education, innovation and institutional resource-management practices.

The available evidence does not establish a comprehensive 2025 campus waste inventory or independently measured reductions in waste resulting from student innovation projects.

5. Future Priorities

CUD's continued contribution to SDG 12 centres on strengthening resource efficiency, developing circular economy knowledge and encouraging innovation in waste prevention and material reuse.

Priorities include improving the monitoring of campus waste, strengthening recycling arrangements and documenting the environmental outcomes of resource-management initiatives.

The University can also build upon its MSc in Design Innovation for Circular Economy and student entrepreneurship activities to support further research and practical applications of circular design principles.

More consistent reporting of waste quantities, recycling outcomes and procurement practices would enable CUD to demonstrate its operational contribution to responsible consumption and production more clearly.

Conclusion

Canadian University Dubai contributes to SDG 12 through resource-management initiatives, circular economy education, student innovation and sustainable design.

During 2025, the University celebrated the award-winning **FoodLoop** project, launched its **MSc in Design Innovation for Circular Economy**, and participated in the creation of the **Dome of Inclusion**, incorporating sustainable materials into public design.

These achievements complement CUD's established refill stations, campus recycling facilities and earlier student innovations addressing food waste.

Together, they demonstrate the University's commitment to developing knowledge, encouraging responsible consumption and exploring practical approaches to reducing waste and improving resource efficiency.

Supporting Evidence

1. **CUD — Students Create Innovations to Tackle Sustainability Challenges.** FoodLoop and CUD–HOGENT Hackathon, February 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-create-innovations-tackle-sustainability-challenges
2. **CUD — Launch of MSc in Design Innovation for Circular Economy.** June 2025. https://www.cud.ac.ae/news/canadian-university-dubai-launches-msc-design-innovation-circular-economy
3. **CUD — MSc in Design Innovation for Circular Economy.** Programme structure and accreditation. https://www.cud.ac.ae/programs/masters/architecture/master-of-science-in-design-innovation-for-circular-economy
4. **CUD — Students Unveil Dome of Inclusion During Dubai Design Week.** November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-unveil-dome-inclusion-during-dubai-design-week
5. **CUD — PepsiCo Partnership to Cut Plastic Waste Through Aquafina Water Stations.** Historical refill-station performance. https://www.cud.ac.ae/news/canadian-university-dubai-partners-pepsico-cut-plastic-waste-through-aquafina-water-stations
6. **CUD — Students Secure AED 10K Backing for Innovation to Tackle Food Waste.** Byte, November 2023. https://www.cud.ac.ae/news/canadian-university-dubai-students-secure-aed-10k-backing-innovation-to-tackle-food-waste
7. **CUD — Students Secure Third Place at IEEE UAE Student Day Competitions.** FoodGuardian, June 2024. https://www.cud.ac.ae/news/canadian-university-dubai-students-secure-third-place-ieee-uae-student-day-competitions
8. **CUD — Health & Wellness.** Campus dining and sustainable food-service materials. https://www.cud.ac.ae/sustainability/campus/health-wellness

Reporting Period: Calendar Year 2025, with historical infrastructure initiatives and student projects explicitly identified.



SDG 13 — Climate Action

Take urgent action to combat climate change and its impacts

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises climate change as a global challenge requiring coordinated action through education, research, institutional governance and environmental management. As a higher education institution in the UAE, CUD contributes to climate action by monitoring its operational greenhouse gas emissions, developing lower-carbon infrastructure strategies and preparing students to address environmental challenges.

The University's approach combines emissions accounting, energy-efficiency planning, sustainability education, scientific research and partnerships with national and international organisations.

During 2025, CUD strengthened its institutional climate governance through a formally approved Climate Action Policy, continued monitoring operational emissions and contributed to climate-related research, educational programmes and external knowledge exchange.

These activities support the UAE Net Zero 2050 Strategic Initiative and the objectives of SDG 13.

2. Key Achievements in 2025

Climate Action Policy and Institutional Governance

CUD's **Climate Action Policy (HS-PO-7K)** establishes the University's institutional commitment to reducing environmental impacts and strengthening sustainability practices.

The policy was approved by the Board of Trustees on **16 May 2025**, with responsibility assigned to the Chief Operating Officer.

It applies to faculty, staff, students, contractors, vendors, visitors and university management.

The policy outlines commitments to:

- Reducing greenhouse gas emissions.
- Improving campus energy efficiency.
- Conserving water and minimising waste.
- Encouraging sustainable transportation.
- Integrating climate and sustainability topics into education and research.
- Promoting community engagement and environmental awareness.
- Monitoring and reporting progress through institutional oversight.

The policy identifies the Office of Physical Resources as responsible for leading operational implementation and monitoring, supported by university management.

Its formal approval represents an institutional governance milestone in 2025, providing a documented framework for future climate action.

Greenhouse Gas Emissions Monitoring

CUD maintains records of operational greenhouse gas emissions associated with vehicle fuel consumption and campus utilities.

According to the *CUD Emissions By Year v3* report prepared by the Sustainability Committee, the University recorded **2,457.70 tonnes of carbon dioxide equivalent (tCO_2e)** in combined reported Scope 1 vehicle and Scope 2 utilities emissions during 2025.

The inventory provides a four-year comparison of operational carbon performance.

Year	Scope 1 + 2 Emissions (tCO_2e)	Scope 2 Emissions per FTE Student (tCO_2e)
2022	2,374.20	2.27
2023	2,406.79	2.11
2024	2,442.91	1.94
2025	2,457.70	1.41

Source: CUD Sustainability Committee, Emissions By Year v3 (2026). Values rounded for presentation.

Between 2022 and 2025, reported Scope 2 emissions intensity per full-time equivalent student declined by approximately **38%**.

Over the same period, combined absolute emissions increased by approximately **3.5%**.

CUD's emissions report identifies growth in student enrolment as a contributing factor to the increase in operational demand.

The figures therefore indicate an improvement in emissions intensity relative to student numbers, rather than an overall reduction in the University's absolute carbon footprint.

The inventory also records a reduction in vehicle-related Scope 1 emissions from 14.55 tCO_2e in 2022 to 12.97 tCO_2e in 2025.

These measurements provide a foundation for continued monitoring of institutional carbon performance. CUD's utility records also establish a measured electricity-consumption baseline for 2025. Six electricity accounts recorded **5,814,081 kWh**, equivalent to **20,930.69 GJ**, during the calendar year. This information supports the evaluation of future energy-efficiency measures and complements the University's emissions inventory. The electricity figure is reported separately from total institutional energy consumption because direct fuel and other applicable energy sources require further reconciliation.

Climate Summit 2025

CUD was announced as the official host of **Climate Summit 2025**, scheduled for **3–4 June 2025** at the CUD HUB Building.

The summit was organised by G.P.I. Global Partners Investments Limited in strategic partnership with The Climate Institute, The Coral Collective, Project Zero and other international partners.

The announced programme brought together climate-related themes through presentations, discussions and engagement among researchers, practitioners and external stakeholders.

CUD's Provost, Dr. Adam Fenech, and Incubator Director, Gustavo Montero, were identified among the featured speakers.

The initiative demonstrates CUD's involvement in convening and supporting international climate dialogue. The published programme confirms the hosting arrangements, although final attendance and event outcomes have not been separately established.

3. Programmes and Ongoing Commitments

Campus Decarbonisation and Infrastructure Planning

CUD's Facilities and Administration Department has developed a *Facilities Carbon Performance and Sustainability Roadmap* to guide improvements in operational energy management and infrastructure efficiency.

The roadmap identifies several priority projects.

Initiative	Intended Contribution	Roadmap Timeline
Smart Thermostats and AC Upgrades	Improve cooling efficiency and reduce unnecessary energy use	2026
Building Management System	Centralise monitoring and optimisation of building systems	2026
Mechanical, Electrical and Plumbing Improvements	Reduce operational inefficiencies	2026
Electric Fleet Transition	Replace four leased vehicles with electric vehicles	2026
Solar Energy Integration	Develop proposed rooftop solar generation at the HUB Building	2027 target

The roadmap outlines expected efficiency improvements, including a projected 10–15% reduction in HVAC energy consumption from smart climate controls.

These are planned or anticipated benefits rather than completed reductions measured during 2025.

The proposed solar installation remains subject to coordination with the campus landlord.

The roadmap complements CUD's emissions monitoring by establishing priorities for future operational improvements.

Climate Education and Capacity Building

CUD incorporates climate and environmental sustainability into its academic programmes.

The **Bachelor of Science in Power and Renewable Energy Engineering** addresses solar energy, wind power, energy storage and smart electricity systems.

The **Bachelor of Science in Public Health — Environmental Health Management** includes education on environmental hazards, pollution and climate-related policy.

In **June 2025**, CUD launched its **Master of Science in Design Innovation for Circular Economy**, providing postgraduate education focused on regenerative design, resource efficiency and sustainable systems.

The University's compulsory undergraduate entrepreneurship courses also introduce sustainability principles and the United Nations Sustainable Development Goals.

Together, these programmes support the development of knowledge and skills relevant to climate mitigation, adaptation and sustainable development.

Climate Research and International Collaboration

In **2025**, CUD researchers contributed to a peer-reviewed study titled *Modular Green Walls: A Sustainable Architectural Solution for Energy Efficiency in Oceanic Climates*, published in *Energy and Buildings*.

The research investigated the potential of vegetation-based building systems to improve thermal performance.

Experimental results showed reductions of up to **15°C in external surface temperature**, while a separate numerical model estimated a **64.38% reduction in cooling load** for the building configuration examined.

These results demonstrate the potential of green walls as a climate-responsive building strategy. They do not represent measured energy reductions at CUD's campus.

CUD also participated in the **second Workshop on Sustainable Materials and Energies for Resilient Buildings** on 9 April 2025, in collaboration with La Rochelle University and the University of Sherbrooke.

In June 2025, Professor Rafik Belarbi participated in international expert discussions concerning smart materials and energy-efficient building systems in Paris.

These activities contribute to the exchange of scientific knowledge on resilient, lower-energy buildings.

Climate Awareness and External Engagement

CUD extends climate-related learning beyond degree programmes through educational events and professional engagement.

In February 2025, the University's School of Architecture and Interior Design scheduled *Sustainability Quest*, an interactive programme for Grades 11 and 12 students addressing sustainability and environmentally responsible design.

In **November 2025**, CUD's Centre for Sustainability and Innovation collaborated with the Dubai Electricity and Water Authority's Climate Change and Sustainability Department to deliver a specialised training session for DEWA employees on the urgency of climate change.

The latter activity was confirmed in a subsequent university announcement.

These initiatives connect CUD's educational expertise with wider community awareness and professional capacity building.

4. Progress and Outcomes

CUD's documented contributions to SDG 13 in 2025 encompass institutional governance, carbon reporting, climate education and international research engagement.

Focus Area	Documented Progress	Reporting Status
Climate Governance	Climate Action Policy approved on 16 May 2025	Confirmed policy approval
Operational Emissions	2,457.70 tCO_2e in combined reported Scope 1 and 2 emissions	Institutional 2025 inventory
Emissions Intensity	Approximately 38% reduction in Scope 2 emissions per FTE student since 2022	Reported intensity improvement
Climate Dialogue	CUD announced as host of Climate Summit 2025	Confirmed hosting programme
Research	Peer-reviewed study on modular green walls and building thermal performance	Published 2025 research
International Collaboration	Sustainable building materials workshop and international expert discussions	Documented 2025 activities
Climate Capacity Building	Specialised training delivered with DEWA in November 2025	Confirmed retrospectively
Campus Decarbonisation	Facilities roadmap covering building efficiency, electric vehicles and solar energy	Future implementation milestones
Net-Zero Progress	No verified institution-wide net-zero achievement or absolute emissions reduction established	Long-term commitment

These activities demonstrate CUD's contribution to climate action through governance, education, research and operational monitoring.

The available evidence establishes an improvement in emissions intensity, while highlighting the continuing challenge of reducing absolute operational emissions.

5. Future Priorities

CUD's continued contribution to SDG 13 centres on strengthening emissions monitoring, improving energy efficiency and developing its capacity for climate education and research. Priorities include progressing the Facilities Sustainability Roadmap, improving the measurement of energy and emissions performance, and expanding climate-related partnerships and educational initiatives.

The University has established a measured electricity-consumption baseline for 2025. Further improvements in reporting will focus on reconciling direct fuel consumption, separately supplied cooling energy where applicable, greenhouse gas accounting boundaries, renewable or low-carbon energy contributions and the verified results of completed infrastructure improvements. This will support more comprehensive assessment of progress towards CUD's longer-term climate commitments.

CUD can also build upon its research collaborations and professional training activities to support greater awareness and practical understanding of climate mitigation and adaptation.

Conclusion

Canadian University Dubai contributes to SDG 13 through institutional climate governance, operational emissions monitoring, sustainability education, scientific research and external partnerships.

During 2025, the University approved its **Climate Action Policy**, reported continued improvements in emissions intensity per student and contributed to climate-related research and knowledge exchange.

Its climate education programmes, international research collaborations and engagement with government organisations further support the development of expertise relevant to environmental sustainability. These activities are complemented by a facilities roadmap identifying future opportunities for energy efficiency, renewable energy and lower-emission mobility.

Together, they reflect CUD's commitment to strengthening institutional climate action and contributing to the UAE's transition towards a more sustainable and climate-resilient future.

Supporting Evidence

1. **CUD — Climate Action Policy (HS-PO-7K).** Board of Trustees approval, 16 May 2025. https://www.cud.ac.ae/modules/custom/cud_sustainability/assets/pdfs/climate-action-policy.pdf
2. **CUD Sustainability Committee (2026).** *CUD Emissions By Year v3.* Internal operational emissions inventory, 2022–2025.
3. **CUD Facilities and Administration Department.** *CUD Facilities Carbon Performance and Sustainability Roadmap.* Institutional emissions performance and infrastructure transition plan.
4. **CUD — Climate Summit 2025. Scheduled 3–4 June 2025. https://www.cud.ac.ae/events/climate-summit-2025-june-3-4-2025**
5. **Ouldboukhitine, S.-E., Bakkour, A., Khiati, S., and Belarbi, R. (2025).** *Modular Green Walls: A Sustainable Architectural Solution for Energy Efficiency in Oceanic Climates.* Energy and Buildings, 342, 115850. https://doi.org/10.1016/j.enbuild.2025.115850
6. **CUD — Extracurricular Activities on Sustainability.** April–June 2025 research workshops and international scientific collaboration. https://www.cud.ac.ae/sustainability/activities-and-news/extracurricular-activities-on-sustainability
7. **CUD — MSc in Design Innovation for Circular Economy.** June 2025. https://www.cud.ac.ae/news/canadian-university-dubai-launches-msc-design-innovation-circular-economy
8. **CUD — Sustainability Quest.** Environmental education for secondary-school students, February 2025. https://www.cud.ac.ae/events/sustainability-quest-how-become-hero-saving-earth
9. **CUD — DEWA Net-Zero Knowledge Partnership.** Subsequent announcement confirming the November 2025 climate-change training activity. https://www.cud.ac.ae/news/cud-and-dewa-launch-six-month-net-zero-knowledge-partnership

Reporting Period: Calendar Year 2025, with historical data and future infrastructure commitments identified separately.



SDG 14 — Life Below Water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises the importance of protecting marine ecosystems, reducing water pollution and promoting the sustainable use of aquatic resources. Marine conservation is particularly relevant to the United Arab Emirates, where coastal environments and the Arabian Gulf support biodiversity, economic activity and community wellbeing.

CUD contributes to SDG 14 through environmental education, student engagement, plastic waste reduction initiatives and partnerships supporting marine conservation awareness and research opportunities.

The University's approach combines academic learning in environmental health and marine pollution with initiatives that encourage students to understand the challenges facing aquatic ecosystems.

During 2025, CUD strengthened its contribution through a strategic partnership involving SeaWorld Yas Island and its Research & Rescue Center, alongside faculty engagement in public discussions concerning microplastic pollution in the UAE.

These activities build upon earlier coastal conservation volunteering and campus initiatives promoting responsible resource consumption.

2. Key Achievements in 2025

Strategic Partnership with Miral and SeaWorld Yas Island

On **7 July 2025**, CUD and **Miral**, the Abu Dhabi-based developer of leisure and entertainment destinations, announced a three-year Memorandum of Understanding to strengthen academic collaboration and practical learning opportunities.

The agreement provides a framework for student engagement with **SeaWorld Yas Island, Abu Dhabi**, and the **Yas SeaWorld Research & Rescue Center**.

The Research & Rescue Center focuses on marine animal rescue, rehabilitation, research and conservation, with activities addressing the protection of marine ecosystems in the Arabian Gulf.

Partnership Objectives

The collaboration aims to provide CUD students with opportunities for:

- Volunteering and community engagement.
- Internships and practical training.

- Research exposure and applied learning.
- Environmental awareness and marine conservation education.
- Industry engagement and professional development.

The agreement was signed at SeaWorld Yas Island by representatives of Miral and CUD, including CUD Provost **Dr. Adam Fenech**.



This partnership represents an institutional development connecting higher education with marine conservation and experiential learning.

The documented 2025 achievement is the signing of the agreement and establishment of its collaborative framework. Specific completed internships, marine research outputs and animal rehabilitation outcomes attributable to CUD have not been independently established for the reporting year.

Public Awareness of Microplastic Pollution

In **August 2025**, **Prof. Aseel Takshe**, then Acting Dean of CUD's School of Health Sciences and Psychology, contributed expert commentary to *The National* concerning microplastic pollution and its potential environmental and health implications.

The article, published on **29 August 2025**, examined the presence of microplastics in the UAE's environment, including coastal waters, sediments and marine organisms.

Prof. Takshe discussed the importance of understanding possible exposure pathways and distinguishing established scientific findings from areas requiring further research.

The commentary highlighted concerns relating to microplastic contamination in marine environments and the potential implications for seafood consumption and human health.

This contribution demonstrates CUD faculty engagement in public science communication and environmental awareness.

The article draws upon broader scientific evidence and expert perspectives; it is not presented as a newly completed CUD-led marine monitoring study.

3. Programmes and Ongoing Commitments

Marine Pollution and Environmental Health Education

CUD's **Bachelor of Science in Public Health — Environmental Health Management** incorporates academic content relevant to aquatic environmental protection.

The programme includes **ENV 413 — Marine Pollution**, a specialised course addressing the causes and effects of marine environmental degradation.

Related courses include:

- **ENV 330 — Hydrology and Water Waste Management.**
- **ENV 321 — Management of Domestic and Hazardous Wastes.**
- **ENV 423 — Environmental Management: Theory and Practice.**
- **ENV 424 — Impacts of Climate Change Policy on Environmental Management.**

These subjects provide students with knowledge relevant to water contamination, pollution prevention, environmental management and the protection of aquatic ecosystems.

The programme contributes to developing professional and scientific understanding of the environmental challenges affecting marine and coastal systems.

Coastal Conservation and Student Volunteering

CUD has supported student participation in activities promoting cleaner coastal environments.

In **November 2024**, members of the University's **Eco-lution Club** participated in the *An Hour with a Cleaner* initiative in coordination with Dubai Municipality.

The activity involved beach cleaning and environmental awareness, encouraging students to recognise the effects of waste on marine biodiversity.

The initiative provided an opportunity for practical engagement with environmental responsibility and community conservation.

It is included as historical evidence of coastal volunteering, rather than as a completed 2025 activity.

CUD has also documented an educational visit by Public Health students to the Yas SeaWorld Research & Rescue Center, where participants learned about marine animal rehabilitation, research and the Arabian Gulf's ecosystems.

The available institutional account does not clearly establish the visit's date. It is therefore presented as an educational example without assigning it to calendar year 2025.

Plastic Waste Reduction and Marine Pollution Prevention

CUD promotes reduced reliance on single-use plastics through its partnership with **PepsiCo and Aquafina**.

The initiative introduced three touch-free drinking-water refill stations in 2022, encouraging the university community to use reusable containers.

During the first six weeks of operation, CUD reported the avoidance of **11,090 single-use plastic bottles**.

Reducing disposable plastic consumption is relevant to preventing waste that may eventually enter terrestrial or marine environments.

However, the reported bottle avoidance is a historical campus waste-prevention measure. It does not establish a quantified reduction in plastic pollution in the Arabian Gulf or a measured improvement in marine ecosystems during 2025.

4. Progress and Outcomes

CUD's documented contributions to SDG 14 demonstrate engagement in marine conservation through partnerships, education, public awareness and environmental responsibility.

Focus Area	Documented Progress	Reporting Status
Marine Conservation Partnerships	Three-year MoU with Miral signed on 7 July 2025, involving opportunities at SeaWorld Yas Island and its Research & Rescue Center	Confirmed 2025 partnership
Marine Pollution Awareness	Prof. Aseel Takshe contributed to public discussion of microplastics in August 2025	Confirmed 2025 public engagement
Marine Conservation Education	Environmental Health Management programme includes ENV 413 — Marine Pollution	Documented academic provision
Practical Marine Learning	Student educational visit to Yas SeaWorld Research & Rescue Center	Documented activity; date not established
Coastal Conservation Volunteering	Eco-lution Club beach clean-up with Dubai Municipality	Historical November 2024 activity
Single-Use Plastic Prevention	11,090 bottles avoided during Aquafina refill stations' first six weeks	Historical 2022 result
Direct Marine Conservation Outcomes	No verified 2025 research placements, rescue totals or ecosystem restoration results attributable to CUD	Not quantified

The available evidence demonstrates CUD's contribution through education, partnerships and public engagement.

However, the existence of a partnership or educational initiative should be distinguished from verified improvements in marine biodiversity, pollution levels or ecosystem condition.

5. Future Priorities

CUD's continued contribution to SDG 14 centres on strengthening marine conservation education, developing practical learning opportunities and encouraging community engagement in coastal protection.

Priorities include advancing collaboration with Miral and the Yas SeaWorld Research & Rescue Center, supporting student participation in marine-related research and internships, and expanding environmental awareness activities.

The University can also strengthen its reporting by documenting completed conservation activities, student participation, research outputs and measurable environmental outcomes.

Further engagement with external organisations will provide opportunities to connect academic expertise with the challenges facing coastal and marine ecosystems.

Conclusion

Canadian University Dubai contributes to SDG 14 through environmental education, marine conservation awareness, student engagement and external partnerships.

During 2025, the University established a **three-year strategic partnership with Miral**, providing a framework for student learning and engagement involving SeaWorld Yas Island and its Research & Rescue Center.

CUD faculty also contributed to public awareness of microplastic pollution and its implications for marine environments and human health.

These activities build upon the University's environmental health education, historical coastal volunteering and initiatives aimed at reducing single-use plastic consumption.

Together, they reflect CUD's commitment to developing environmental knowledge, encouraging responsible behaviour and supporting collaborative approaches to marine conservation.

Supporting Evidence

1. **Miral — Enriching Student Experiences: Miral and Canadian University Dubai Sign Strategic Partnership.** 7 July 2025. https://miral.ae/news-item/enriching-student-experiences-miral-and-canadian-university-dubai-sign-strategic-partnership/
2. **CUD — Sustainability Activities and News.** Miral and SeaWorld strategic partnership. https://www.cud.ac.ae/sustainability/activities-and-news
3. **The National — The Truth About Microplastics: Cause for Concern or Misunderstood Science?** 29 August 2025. https://www.thenationalnews.com/lifestyle/2025/08/29/microplastics-warning-health-environment-uae/
4. **CUD — Bachelor of Science in Public Health and Environmental Health Management.** Marine Pollution, environmental health and water management curriculum. https://www.cud.ac.ae/programs/undergraduate/public-health/bachelor-of-science-in-public-health-environmental-health-management
5. **CUD — Department of Public Health.** Eco-lution Club beach-cleaning initiative and Yas SeaWorld educational visit. https://www.cud.ac.ae/faculties-and-departments/health-sciences-digital-innovation-and-sustainability/public-health
6. **CUD — PepsiCo Partnership to Cut Plastic Waste Through Aquafina Water Stations.** Historical plastic waste prevention initiative. https://www.cud.ac.ae/news/canadian-university-dubai-partners-pepsico-cut-plastic-waste-through-aquafina-water-stations

Reporting Period: Calendar Year 2025, with historical volunteering, infrastructure initiatives and undated educational activities identified separately.



SDG 15 — Life on Land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and biodiversity loss

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that biodiversity conservation, sustainable land use and the protection of terrestrial ecosystems are essential to environmental sustainability. These priorities are particularly relevant in the United Arab Emirates, where arid conditions, water scarcity and urban development create challenges for maintaining healthy natural environments.

CUD contributes to SDG 15 through environmental education, native tree planting, sustainable landscape design and student engagement with biodiversity-related challenges.

The University's approach combines practical environmental activities with academic learning and partnerships that encourage the responsible management of natural resources.

During 2025, CUD strengthened its contribution through climate-responsive architectural design projects inspired by the UAE's native Ghaf tree and Dubai's forest-integrated urban landscapes.

These activities build upon earlier initiatives in native tree planting, environmental education and collaboration with research organisations specialising in sustainable landscapes.

2. Key Achievements in 2025

Ghaf Woods — Climate-Responsive and Nature-Inspired Architecture

On **4 August 2025**, CUD announced a series of sustainability-focused architectural projects developed by students from its School of Architecture and Interior Design.

The projects were inspired by **Ghaf Woods**, a forest-integrated residential development in Dubai, and explored how buildings can respond to local environmental conditions while integrating with natural landscapes.

Under the guidance of faculty member Christine Yogiaman, students designed low-rise, multi-use recreational centres incorporating ecological and climate-responsive principles.

The designs examined shading, natural ventilation, thermal mass, sustainable materials and approaches that reduce dependence on energy-intensive cooling.

Student Design Innovations

The projects included:

- **The Canopy:** Designed by Danica Ferreira, the concept drew inspiration from the native Ghaf tree. It incorporated layered shading, passive cooling and sustainable materials to create a building environment connected to its natural surroundings.
- **Respire:** Designed by Maya Alhajali, the concept explored how architectural features could respond to extreme desert temperatures through a ventilated building envelope and environmental design strategies.
- **Landscape-Integrated Pavilion:** A recreational design concept exploring how buildings can coexist with the surrounding forest environment while minimising disturbance to the landscape.

The projects encouraged students to consider relationships between the built environment, natural systems and the UAE's climatic conditions.

By drawing inspiration from native vegetation and ecological processes, the initiative contributed to the development of sustainable design knowledge.

The projects are reported as completed academic design proposals. They do not constitute constructed buildings, verified habitat restoration or measured improvements in biodiversity.

3. Programmes and Ongoing Commitments

Native Ghaf Tree Planting and Environmental Stewardship

CUD has historically supported native vegetation planting through collaboration with external environmental organisations.

On **20 January 2023**, students from the Department of Public Health participated in an environmental activity organised by **Ferrero Trading Lux S.A.** at the **International Center for Biosaline Agriculture (ICBA)**.

During the activity, students planted **more than 30 native Ghaf trees**, contributing to awareness of native vegetation and responsible environmental stewardship.

The Ghaf tree is the national tree of the UAE and is recognised for its adaptation to arid environments.

Its use in conservation and landscaping initiatives reflects the importance of vegetation suited to local environmental conditions.

The tree-planting activity provided students with practical experience in environmental responsibility and engagement with a specialist agricultural research institution.

The planting took place in 2023. The number of trees surviving in 2025, subsequent maintenance arrangements and any measurable improvement in habitat condition have not been established.

Sustainable Landscaping and Research Collaboration

CUD's collaboration with ICBA extends to education and knowledge exchange concerning sustainable landscaping in arid environments.

In **February 2013**, CUD and ICBA co-hosted a national workshop examining the challenges of developing green landscapes in the UAE.

The event brought together researchers, environmental specialists, architects and policymakers to discuss landscaping practices appropriate to hot and water-scarce environments.

Topics included drought-tolerant and salt-tolerant plants, native vegetation, irrigation efficiency and the responsible use of water in urban landscaping.

This historical collaboration demonstrates CUD's engagement with sustainable land management and the environmental challenges associated with urban development.

The workshop is included as institutional background rather than a completed 2025 research activity.

Biodiversity Education and Student Projects

CUD incorporates environmental management, ecology and sustainability into relevant academic programmes.

The University's **Bachelor of Science in Public Health and Environmental Health Management** addresses environmental systems, pollution, resource management and the relationship between environmental conditions and human wellbeing.

These subjects provide students with knowledge relevant to the protection of terrestrial ecosystems and the management of environmental risks.

CUD has also encouraged biodiversity-related creative projects.

In **2021**, interior design student Mohammed Jasim Mohammed developed *Roots*, a graduation project proposing an educational and research institute dedicated to rare plants in the UAE.

The concept explored how an educational facility could support awareness of plant conservation and biodiversity, drawing upon the forms and functions of plant roots in its architectural design.

The project demonstrates the integration of biodiversity awareness into design education. It is not presented as an operational research centre or completed conservation facility.

Environmental Awareness and Community Engagement

CUD has historically engaged students in biodiversity and environmental awareness activities.

Examples include participation in educational activities related to migratory birds and ecological conservation, as well as academic discussions concerning climate change and sustainable land management.

The University's Conference on Climate Change and Tourism, held in **December 2024**, featured sustainability advocate Juhi Yasmeen Khan, who discussed the ChariTREE campaign and its efforts to encourage students to participate in tree planting.

This engagement demonstrated the University's role in providing a platform for environmental awareness and community-oriented sustainability initiatives.

The conference is identified as a historical activity and does not establish that CUD conducted a new tree-planting campaign during 2025.

4. Progress and Outcomes

CUD's documented contributions to SDG 15 demonstrate engagement in biodiversity education, native vegetation planting and sustainable landscape design.

Focus Area	Documented Progress	Reporting Status
Sustainable Landscape Design	Ghaf Woods-inspired climate-responsive architecture projects announced in August 2025	Confirmed 2025 student design achievement
Native Tree Planting	More than 30 Ghaf trees planted by CUD students at ICBA	Confirmed January 2023 activity
Sustainable Landscaping Collaboration	National workshop with ICBA on arid-land landscaping and native plants	Historical 2013 collaboration
Biodiversity Education	Environmental Health Management curriculum and sustainability-focused design projects	Established academic provision
Plant Conservation Awareness	*Roots* research institute design concept	Historical 2021 student project
Environmental Outreach	ChariTREE-related speaker engagement at climate and tourism conference	Historical December 2024 activity
2025 Habitat Restoration	No verified area of land restored or new tree-planting total available	Not quantified
Biodiversity Outcomes	No verified 2025 tree survival, species monitoring or ecosystem improvement results available	Not established

These initiatives demonstrate the University's contribution to environmental learning, sustainable design and awareness of terrestrial ecosystem protection.

However, the available evidence does not establish measurable changes in biodiversity or the condition of restored habitats during 2025.

5. Future Priorities

CUD's continued contribution to SDG 15 centres on strengthening biodiversity education, promoting sustainable landscape design and encouraging practical environmental engagement.

Priorities include developing opportunities for native vegetation planting, expanding collaboration with environmental research organisations and supporting student projects addressing ecosystem conservation.

The University can also strengthen the documentation of conservation activities through follow-up monitoring of planted trees, records of environmental volunteering and evidence of completed biodiversity-related projects.

Continued integration of environmental sustainability into architecture, public health and interdisciplinary education will help students develop the knowledge needed to address terrestrial ecosystem challenges.

Conclusion

Canadian University Dubai contributes to SDG 15 through environmental education, native tree planting, sustainable landscape design and collaboration with environmental organisations.

During 2025, the University announced **Ghaf Woods-inspired architecture projects** that explored nature-based design, climate responsiveness and the relationship between buildings and surrounding landscapes.

These achievements build upon CUD's earlier collaboration with **ICBA and Ferrero Trading**, through which students planted more than 30 native Ghaf trees in 2023.

Additional activities in biodiversity education, environmental awareness and sustainable landscaping demonstrate the University's commitment to developing knowledge and encouraging responsible approaches to land use.

Together, these initiatives reflect CUD's contribution to environmental stewardship and the protection of terrestrial ecosystems through education, innovation and community engagement.

Supporting Evidence

1. **CUD — Architecture Students Pioneer Climate-Responsive Designs.** Ghaf Woods-inspired projects, 4 August 2025. https://www.cud.ac.ae/news/canadian-university-dubai-architecture-students-pioneer-climate-responsive-designs
2. **CUD — Department of Public Health.** Native Ghaf tree planting at ICBA, 20 January 2023. https://www.cud.ac.ae/faculties-and-departments/health-sciences-digital-innovation-and-sustainability/public-health
3. **CUD — SDG 15: Life on Land.** Sustainable landscaping, biodiversity education and environmental engagement. https://sdg.cud.ac.ae/17-3-sdg15/index.html
4. **CUD — Roots.** Student graduation project proposing a research and educational institute for rare plants, 2021. https://www.cud.ac.ae/student-work/interior-design/graduation/2021/roots
5. **CUD — Conference on Climate Change and Tourism.** Environmental awareness and ChariTREE participation; event held December 2024, article published January 2025. https://www.cud.ac.ae/news/canadian-university-dubai-convenes-conference-climate-change-and-tourism
6. **CUD — Bachelor of Science in Public Health and Environmental Health Management.** Environmental health, pollution and resource-management education. https://www.cud.ac.ae/programs/undergraduate/public-health/bachelor-of-science-in-public-health-environmental-health-management

Reporting Period: Calendar Year 2025, with earlier environmental activities and academic projects explicitly identified.



SDG 16 — Peace, Justice and Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that transparent governance, institutional accountability, ethical conduct and inclusive participation are essential to building strong and sustainable institutions.

Universities contribute to SDG 16 by promoting integrity in education and research, encouraging participatory decision-making, protecting individual rights and preparing students to become responsible members of society.

CUD contributes to these objectives through its university governance framework, elected student representation, institutional policies, academic integrity procedures and engagement with government and community organisations.

During 2025, the University continued to demonstrate its commitment to inclusive leadership through student governance and strengthened its links with public-sector institutions through collaborative initiatives.

These activities support CUD's institutional values of People, Respect, Integrity, Diversity and Excellence.

2. Key Achievements in 2025

Student Leadership and Inclusive Representation

CUD promotes student participation in institutional decision-making through its elected Student Council.

On **28 August 2025**, the University recognised **Shaima Al Hai** as its first female Student Council President in an announcement marking Emirati Women's Day.

The University's announcement noted that Al Hai had been elected to the position for two consecutive terms, demonstrating the role of student leadership in promoting representation and participation within the university community.

As Student Council President, Al Hai contributed to representing student perspectives and strengthening communication between students and university management.

The recognition highlighted the importance of inclusive leadership, civic responsibility and opportunities for students to participate in institutional affairs.

The announcement documents leadership and representation during 2025, although it does not independently establish the date of each election or the number of students who voted.

Strengthening Collaboration with Public Institutions

On **20 November 2025**, CUD signed a Memorandum of Understanding with **Dubai Municipality** to advance collaboration in environment, health and safety research.

The agreement was announced during the 19th Dubai International Food Safety Conference and involved senior representatives of the University and Dubai Municipality's Environment, Health and Safety Agency.

The collaboration aims to encourage research, innovation, professional knowledge exchange and the development of practical solutions to public-sector challenges.

Areas of cooperation include environmental health, food safety, risk assessment and emerging technologies.

The partnership establishes a framework through which academic expertise may contribute to evidence-based public-sector practices and institutional capacity development.

Its signing represents a documented 2025 achievement. The available evidence does not establish that CUD research findings were formally adopted into government regulations or public policy during the reporting year.

3. Programmes and Ongoing Commitments

Transparent and Accountable University Governance

CUD operates a formal institutional governance framework comprising the **Board of Trustees, University Senate, Academic Council and Senior Management Committee**.

The Board of Trustees provides strategic oversight, while the University Senate reviews academic and policy matters and makes recommendations through established governance arrangements.

The Academic Council contributes to deliberations concerning academic programmes, teaching, learning and research.

The Senior Management Committee supports the implementation of institutional policies and operational priorities.

These structures provide defined responsibilities for institutional oversight, academic management and decision-making.

CUD's publicly documented governance arrangements also include student representation, reflecting the University's commitment to incorporating student perspectives into institutional processes.

Democratic Student Representation

The **CUD Student Council** serves as the recognised representative body of the student population.

The Council includes elected executive positions such as President, Vice-President, Treasurer, Secretary, Media Officer and Public Relations Officer.

Student Council elections are ordinarily organised during the Spring semester, with procedures covering candidate eligibility, campaigning and voting.

The University's governance framework provides for Student Council representation on several committees, including:

- University Senate.
- Academic Council.

- Student Disciplinary Committee.
- Learning Resource Centre Committee.

These arrangements create formal opportunities for students to communicate concerns, participate in institutional discussions and contribute to university life.

They represent established governance provisions rather than independently verified outcomes of particular committee decisions in 2025.

Anti-Corruption, Integrity and Ethical Governance

CUD maintains institutional policies addressing ethical conduct, corruption prevention and responsible decision-making.

Its published policy repository includes an **Anti-Corruption and Bribery Policy**, alongside policies concerning financial management, employment, non-discrimination and research integrity.

The University's earlier governance evidence identifies the Anti-Corruption and Bribery Policy as **PD-PO-10B**, with a stated creation date of **15 February 2023**.

These policies provide a framework for identifying unacceptable conduct, supporting compliance and encouraging integrity across university activities.

CUD also publishes procedures for students and employees to raise concerns through institutional channels.

The existence of these policies demonstrates documented governance commitments. However, verified 2025 information concerning complaints, investigations, compliance training and enforcement outcomes has not been provided.

Grievance Procedures and Institutional Accountability

CUD's governance and employment framework includes procedures through which students, faculty and professional staff may raise concerns.

Published institutional documents include the **Student Grievance Policy** and **Faculty and Professional Staff Grievance Policy**.

These procedures provide formal mechanisms for addressing complaints relating to academic or professional matters.

The University also describes channels for reporting suspected unethical conduct, supporting accountability within the institutional environment.

Such arrangements contribute to the development of a university community in which concerns can be raised and considered through established processes.

Their operation should be distinguished from verified case-resolution outcomes, which have not been quantified for 2025.

Academic Integrity and Research Ethics

CUD promotes responsible scholarship through policies governing academic integrity, research conduct and ethical decision-making.

Its publicly available policy framework includes:

- Integrity in Research and Scholarship Policy.

- Ethical Research Policy.
- Student Involvement in Research Policy.
- Policy on Research Involving Humans.
- Policy on Research Involving Animals, Biohazardous Agents or Radioactive Materials.

These documents support the University's commitment to responsible research practices and the protection of individuals involved in academic research.

The institutional framework also addresses academic freedom and research responsibilities.

These provisions help establish ethical standards for teaching, scholarship and knowledge production.

Civic Education and Global Citizenship

CUD encourages student awareness of international affairs, diplomacy and civic responsibility through academic activities and student organisations.

Its **Model United Nations (MUN)** student association provides opportunities for participants to explore international issues and develop skills in research, debate, negotiation and consensus-building.

CUD has historically hosted Model United Nations educational activities involving participants from different countries and educational institutions.

In **January 2024**, the University partnered with **Harvard Model Congress Middle East** to convene more than 200 secondary-school students from 23 schools across 10 countries.

Participants engaged in simulated legislative and diplomatic discussions concerning international challenges.

These historical activities demonstrate CUD's contribution to civic learning and dialogue, but are not reported as newly delivered 2025 events.

4. Progress and Outcomes

CUD's documented contributions to SDG 16 combine institutional governance, student representation, ethical policies and engagement with public-sector organisations.

Focus Area	Documented Progress	Reporting Status
Inclusive Student Leadership	Recognition of Shaima Al Hai's elected Student Council leadership in August 2025	Confirmed 2025 recognition
Public-Sector Collaboration	Dubai Municipality MoU signed in November 2025	Confirmed partnership
University Governance	Board of Trustees, University Senate, Academic Council and Senior Management Committee	Published institutional framework
Student Representation	Student Council participation provided for in university governance committees	Documented institutional provision
Anti-Corruption	Anti-Corruption and Bribery Policy published; earlier evidence identifies a 2023 creation date	Established policy framework

Focus Area	Documented Progress	Reporting Status
Institutional Grievances	Student and staff grievance policies	Published institutional procedures
Research Integrity	Ethical research and research integrity policies	Published institutional provisions
Civic and Diplomatic Education	Model United Nations and historical Harvard Model Congress collaboration	Established and historical activities
Governance and Policy Outcomes	No verified 2025 voting totals, case-resolution statistics or government policy-adoption records included	Not quantified

These activities demonstrate CUD's institutional commitment to governance, accountability and inclusive participation.

However, the existence of governance arrangements and policy documents should be distinguished from independently measured improvements in institutional integrity or public-sector decision-making.

5. Future Priorities

CUD's continued contribution to SDG 16 centres on strengthening institutional accountability, promoting responsible leadership and encouraging participation in university governance.

Priorities include maintaining accessible governance information, supporting elected student representation and strengthening awareness of ethical conduct and research responsibilities.

The University can also improve the documentation of governance outcomes through clearer reporting of committee participation, policy reviews, complaints procedures and institutional decision-making processes.

Continued engagement with government and community organisations will provide opportunities to connect academic research and expertise with public-sector challenges.

Conclusion

Canadian University Dubai contributes to SDG 16 through transparent institutional governance, student representation, ethical policies and public-sector engagement.

During 2025, the University highlighted inclusive student leadership through its recognition of **Shaima Al Hai** and strengthened institutional collaboration through a **Memorandum of Understanding with Dubai Municipality**.

These developments complement CUD's established governance framework, elected Student Council, anti-corruption commitments, grievance procedures and research ethics policies.

The University's civic education activities further support student understanding of dialogue, participation and responsible leadership.

Together, these initiatives reflect CUD's commitment to promoting integrity, accountability and inclusive decision-making within higher education and the wider community.

Supporting Evidence

1. **CUD — Governance.** Board of Trustees, University Senate, Academic Council, Student Council and ethical compliance framework.
   https://www.cud.ac.ae/sustainability/our-commitment/governance
2. **CUD — Her Campus, Her Community: Emirati Women Leading Change at CUD.** 28 August 2025.
   https://www.cud.ac.ae/news/her-campus-her-community-emirati-women-leading-change-cud
3. **CUD — Canadian University Dubai and Dubai Municipality Sign MoU to Advance Environment, Health and Safety.** 20 November 2025.
   https://www.cud.ac.ae/news/canadian-university-dubai-and-dubai-municipality-sign-mou-advance-environment-health-safety
4. **CUD — Institutional Policies.** Anti-Corruption and Bribery Policy, grievance procedures, research integrity and ethics policies.
   https://www.cud.ac.ae/sustainability/our-commitment/institutional-policies
5. **CUD — Student Council Governance and Elections.** Published rules and representation arrangements.
   https://sdg.cud.ac.ae/sdg-16-peace-justice-and-strong-institutions/16-2/16-2-1/index.html
6. **CUD — Student Activities.** Model United Nations and student participation opportunities.
   https://www.cud.ac.ae/student-life/student-activities
7. **CUD — Canadian University Dubai Partners with Harvard Model Congress Middle East to Empower Future Leaders.** January 2024.
   https://www.cud.ac.ae/news/canadian-university-dubai-partners-harvard-model-congress-middle-east-empower-future-leaders

Reporting Period: Calendar Year 2025, with established governance structures, policies and historical educational initiatives identified separately.



SDG 17 — Partnerships for the Goals

Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development

Canadian University Dubai | Sustainable Development Goals Progress Report 2025

1. Overview and Institutional Contribution

Canadian University Dubai (CUD) recognises that achieving the United Nations Sustainable Development Goals requires collaboration among universities, governments, industry, international organisations and civil society.

Higher education institutions contribute to this collective effort through research partnerships, knowledge exchange, community engagement and the development of skills needed to address sustainability challenges.

CUD contributes to SDG 17 through international academic collaboration, government and industry partnerships, participation in sustainability networks, and educational initiatives connecting students with external organisations.

During 2025, the University strengthened its engagement through international student collaboration, externally funded research, partnerships addressing environmental and public health challenges, and initiatives supporting educational access.

These activities demonstrate CUD's approach to advancing sustainable development through cross-sector collaboration and the exchange of expertise.

2. Key Achievements in 2025

International Collaboration for Sustainable Cities

In **February 2025**, CUD collaborated with **HOGENT University, Belgium**, to organise the *Collaborate, Innovate, Compete* Hackathon.

The initiative brought together **80 students** from the two universities to develop solutions addressing sustainable urban development challenges in Dubai and Ghent.

Participants explored issues including food waste, traffic congestion and accessible public transportation, with an emphasis on SDG 11 — Sustainable Cities and Communities.

The three leading teams received a combined **AED 10,000 in prize funding**.

The hackathon demonstrated how international academic collaboration can encourage students to exchange perspectives, apply their knowledge and propose responses to shared sustainability challenges.

The documented outcomes include student participation, proposed solutions and competition awards rather than verified implementation of the projects.

Research Collaboration with Government and International Institutions

On **18 July 2025**, CUD announced that its researchers had secured **three grants from the Dubai Future Foundation** under its Research, Development and Innovation programme.

The funded projects address healthcare challenges through artificial intelligence, biomedical imaging and health technology assessment.

Research teams involve collaborators from academic institutions in the UAE and internationally, providing opportunities to combine specialised expertise across disciplines and national boundaries.

The projects illustrate how government research funding and international academic partnerships can support technological innovation relevant to healthcare and sustainable development.

The grants demonstrate confirmed support for collaborative research. The available evidence does not establish completed clinical deployment or measurable health outcomes during 2025.

Partnership with Miral and SeaWorld Yas Island

In **July 2025**, CUD and **Miral** announced a three-year strategic partnership providing a framework for student engagement with SeaWorld Yas Island and its Research & Rescue Center.

The collaboration is intended to support educational experiences, internships, volunteering, applied research opportunities and exposure to marine conservation activities.

By connecting university education with an organisation involved in environmental stewardship and marine research, the agreement creates opportunities for practical learning and knowledge exchange.

The partnership contributes to SDG 14 — Life Below Water and provides an example of collaboration involving education and environmental conservation.

Its signing is a confirmed 2025 milestone. Completed placements, conservation research and marine ecosystem outcomes attributable to CUD have not been independently quantified.

Supporting Refugee Access to Education

In **November 2025**, CUD publicised an initiative supporting access to higher education for refugee students through the Brand Me Summit and collaboration associated with **UNHCR, the UN Refugee Agency**.

The announcement included a commitment to provide **50 fully funded scholarships** for refugee students.

The Brand Me Summit also promoted educational access as part of its wider community engagement activities.

This initiative reflects CUD's commitment to developing partnerships that address barriers to education for displaced populations.

The scholarship commitment is a documented announcement. The number of scholarships formally awarded, accepted or resulting in student enrolment during 2025 has not been independently established.

Partnership with Dubai Municipality

On **20 November 2025**, CUD signed a Memorandum of Understanding with **Dubai Municipality** to advance collaboration in environment, health and safety research.



The agreement was announced during the 19th Dubai International Food Safety Conference.

It establishes a framework for knowledge exchange, research development and collaboration addressing issues including food safety, environmental health and emerging technologies.

The partnership aims to connect academic expertise with public-sector priorities and promote research that can inform practical solutions.

This initiative supports collaboration between higher education and government institutions.

The agreement establishes a basis for future joint activities but does not, by itself, demonstrate government policy adoption or completed regulatory changes.

3. Programmes and Ongoing Commitments

United Nations Principles for Responsible Management Education

CUD became a signatory to the **United Nations Principles for Responsible Management Education (PRME)** in **June 2021**.

PRME encourages universities and business schools to integrate sustainability, ethics and social responsibility into management education and institutional practices.

In **October 2023**, CUD published its inaugural PRME Sharing Information on Progress report, outlining contributions across the 17 United Nations Sustainable Development Goals.

The report addressed sustainability through education, research, partnerships, dialogue and university operations.

This established relationship provides a framework for institutional reflection and knowledge exchange on sustainable development.

The University's PRME membership and inaugural report are historical achievements, rather than newly established 2025 initiatives.

International Research and Knowledge Exchange

CUD maintains partnerships with international universities and research institutions supporting academic exchange, interdisciplinary research and sustainability-related education.

These include collaboration with **La Rochelle University, France**, and the **University of Sherbrooke, Canada**, in areas involving sustainable materials, resilient buildings and energy efficiency.

In **April 2025**, researchers from CUD and its international academic partners participated in a workshop addressing sustainable materials and energies for resilient buildings.

Such collaborations support the exchange of expertise and comparative research approaches across geographic regions.

CUD also maintains relationships with institutions including the University of Prince Edward Island and other academic partners, providing a broader foundation for international teaching, research and mobility opportunities.

Sustainability Education and Community Outreach

CUD integrates sustainability into relevant academic programmes, including renewable energy engineering and its **Master of Science in Design Innovation for Circular Economy**, launched in June 2025.

Its institutional submissions also identify undergraduate entrepreneurship courses **ENT 141 and ENT 142** as incorporating sustainability-related learning.

Beyond degree programmes, the University engages external learners through workshops and educational partnerships.

In **May 2025**, CUD's Mechatronics Engineering Department collaborated with **Besomi Academy** to deliver a practical workshop on artificial intelligence and robotics.

Participants developed technology skills through a hands-on Robbo Car activity involving programming, sensors and embedded systems.

These initiatives demonstrate how academic expertise can be shared through educational collaboration beyond conventional university teaching.

Institutional Reporting on the Sustainable Development Goals

CUD maintains sustainability information and evidence relating to the United Nations Sustainable Development Goals through its institutional website.

The development of this **2025 Sustainable Development Goals Progress Report** brings together evidence of university activities across all 17 goals.

The report is intended to support transparent communication of institutional contributions through consistent reporting of programmes, operational performance, partnerships and outcomes.

Its preparation provides a foundation for a more systematic approach to sustainability reporting.

At the time of drafting, the consolidated report remains under development and should not be represented as an already published or independently assured 2025 impact report.

4. Progress and Outcomes

CUD's documented contributions to SDG 17 in 2025 demonstrate collaboration across government, academia, industry and community organisations.

Focus Area	Documented Progress	Reporting Status
International Student Collaboration	CUD–HOGENT Hackathon involving 80 students	Confirmed February 2025 initiative
Research and Innovation Partnerships	Three Dubai Future Foundation-funded projects involving national and international collaborators	Confirmed July 2025 funding
Marine Conservation Collaboration	Three-year Miral partnership involving SeaWorld Yas Island	Confirmed 2025 agreement
Government Collaboration	Dubai Municipality MoU covering environment, health and safety research	Confirmed November 2025 agreement
Educational Access Partnerships	Commitment to 50 fully funded refugee scholarships publicised with Brand Me Summit	Announced 2025 commitment
International Sustainability Research	Research engagement with La Rochelle University and University of Sherbrooke	Established collaboration with 2025 activity
Community Education	Robotics workshop delivered with Besomi Academy	Confirmed May 2025 initiative
Global Sustainability Networks	PRME membership since 2021; inaugural SDG report published in 2023	Established institutional participation
SDG Progress Reporting	Consolidation of 2025 evidence across all 17 SDGs	Report in preparation; publication pending
Partnership Outcomes	No reconciled institution-wide total of completed joint SDG policy outputs or measurable impacts available	Not quantified

These activities demonstrate CUD's engagement in collaborative approaches to sustainable development.

However, signed agreements and partnership announcements should be distinguished from completed programmes, research outputs and independently verified social or environmental outcomes.

5. Future Priorities

CUD's continued contribution to SDG 17 centres on strengthening partnerships, expanding interdisciplinary research and improving the documentation of collaborative sustainability outcomes.

Priorities include advancing activities under existing government and industry agreements, developing international academic research collaborations and supporting community-oriented educational initiatives.

The University can also improve its partnership reporting through consistent records of participating organisations, project objectives, activities delivered and measurable results.

The publication of a consolidated annual SDG progress report will further support accountability and provide a clearer basis for monitoring institutional contributions across the 17 goals.

Conclusion

Canadian University Dubai contributes to SDG 17 through international academic partnerships, government collaboration, industry engagement and initiatives supporting education and sustainable development.

During 2025, the University collaborated with **HOGENT University** on a sustainability hackathon, secured **three Dubai Future Foundation research grants**, and established strategic agreements with **Miral and Dubai Municipality**.

CUD also publicised a refugee education scholarship commitment through the Brand Me Summit and shared technical expertise through external educational activities.

These achievements build upon the University's established participation in PRME and its broader network of academic and institutional partners.

Together, they reflect CUD's commitment to advancing sustainable development through cooperation, knowledge exchange and shared responsibility.

Supporting Evidence

1. **CUD — Students Create Innovations to Tackle Sustainability Challenges.** CUD–HOGENT Hackathon, February 2025. https://www.cud.ac.ae/news/canadian-university-dubai-students-create-innovations-tackle-sustainability-challenges
2. **CUD — Three DFF-Funded Projects to Advance Healthcare Innovation.** July 2025. https://www.cud.ac.ae/news/canadian-university-dubai-lead-three-dff-funded-projects-advance-healthcare-innovation
3. **Miral — Enriching Student Experiences: Miral and Canadian University Dubai Sign Strategic Partnership.** July 2025.

https://miral.ae/news-item/enriching-student-experiences-miral-and-canadian-university-dubai-sign-strategic-partnership/

4. **CUD — Canadian University Dubai and Dubai Municipality Sign MoU to Advance Environment, Health and Safety.** November 2025. https://www.cud.ac.ae/news/canadian-university-dubai-and-dubai-municipality-sign-mou-advance-environment-health-safety
5. **CUD — Brand Me Summit 2025.** Refugee education scholarship commitment and UNHCR-related collaboration, November 2025. https://www.cud.ac.ae/events/brand-me-summit-50-billion-entrepreneurial-influence-cud-weekend

6. **CUD — UN PRME.** Principles for Responsible Management Education, including institutional participation and reporting. https://www.cud.ac.ae/about/cud-un-prme
7. **CUD — Research Groups: Centre for Sustainability and Innovation.** International research collaboration involving La Rochelle University and University of Sherbrooke. https://www.cud.ac.ae/sustainability/research-in-sustainability/research-groups/center-for-sustainability-innovation
8. **CUD — Empowering Future Engineers Through AI and Robotics.** Besomi Academy workshop, May 2025. https://www.cud.ac.ae/news/empowering-future-engineers-through-ai-and-robotics-hands-robbo-car-workshop-besomi-academy

Reporting Period: Calendar Year 2025, with historical memberships, established programmes and future reporting commitments identified separately.

Appendix — Supporting Evidence and Data References

A. Evidence Sources and Documentation

The *Canadian University Dubai Sustainability Progress Report 2025* draws upon institutional records, published policies, academic information, research outputs, official announcements and documentation from relevant external organisations.

The report uses these sources to describe the University's contributions to the United Nations Sustainable Development Goals and to support transparency in institutional sustainability reporting.

Evidence has been organised into five principal categories:

Evidence Category	Description
Institutional Policies and Strategies	University policies, governance documents, sustainability commitments and institutional development plans.
Operational and Administrative Records	Environmental performance data, facilities information, enrolment records, student services and scholarship documentation.
Academic and Research Documentation	Programme specifications, research publications, funded projects and academic activities.
Institutional Activities and Partnerships	University announcements, event records, partnership agreements and collaborative initiatives.
External Publications and Partner Evidence	Research journals, government and partner announcements, and relevant independent publications.

Supporting references are provided within each SDG chapter, allowing readers to identify the sources associated with individual activities and reported achievements.

Where institutional data is not publicly available, the report identifies the relevant source document or reporting category without disclosing confidential records.

B. Principal Supporting References

The following sources provide institutional context and supporting evidence for the sustainability performance presented throughout this report.

B.1 Institutional Governance and Sustainability

B1. Canadian University Dubai — Governance

Institutional governance arrangements, leadership structures, student representation and accountability mechanisms.

https://www.cud.ac.ae/sustainability/our-commitment/governance

B2. Canadian University Dubai — Institutional Policies

University policies concerning ethical conduct, institutional integrity, employment, research and student support.

https://www.cud.ac.ae/sustainability/our-commitment/institutional-policies

B3. Canadian University Dubai — Climate Action Policy

Institutional climate commitments and operational responsibilities. Policy approved on 16 May 2025.

https://www.cud.ac.ae/modules/custom/cud_sustainability/assets/pdfs/climate-action-policy.pdf

B.2 Environmental and Operational Performance

B4. CUD Sustainability Committee — Emissions By Year v3

Institutional greenhouse gas emissions inventory covering 2022–2025, including reported Scope 1 and Scope 2 emissions and student-normalised emissions intensity.

Internal institutional source. Public availability not established.

B5. CUD Facilities and Administration Department — Facilities Carbon Performance and Sustainability Roadmap

Institutional planning documentation addressing building management, energy efficiency, renewable energy and lower-emission transportation.

Internal institutional source. Public availability not established.

B6. Canadian University Dubai — PepsiCo and Aquafina Water Refill Stations

Historical campus initiative addressing single-use plastic consumption and reusable drinking-water access.

https://www.cud.ac.ae/news/canadian-university-dubai-partners-pepsico-cut-plastic-waste-through-aquafina-water-stations

B.3 Education, Research and Innovation

B7. Canadian University Dubai — Academic Programmes

Official programme information concerning sustainability-related education, including environmental health, engineering and circular economy studies.

https://www.cud.ac.ae/programs

B8. Canadian University Dubai — MSc in Design Innovation for Circular Economy

Programme information, curriculum and academic accreditation.

https://www.cud.ac.ae/programs/masters/architecture/master-of-science-in-design-innovation-for-circular-economy

B9. Canadian University Dubai — Research and Sustainability Activities

Institutional research initiatives, sustainability-related collaborations and academic projects.

https://www.cud.ac.ae/sustainability/activities-and-news

B10. Ouldboukhitine, S.-E., Bakkour, A., Khiati, S., and Belarbi, R. (2025)

Modular Green Walls: A Sustainable Architectural Solution for Energy Efficiency in Oceanic Climates. Energy and Buildings, 342, 115850.

https://doi.org/10.1016/j.enbuild.2025.115850

B.4 Social Inclusion and Community Engagement

B11. Canadian University Dubai — Scholarships

Official information concerning academic scholarships, financial hardship support and assistance for eligible Students of Determination.

https://www.cud.ac.ae/scholarships

B12. Canadian University Dubai — People of Determination

Disability support arrangements, individualised academic accommodations and campus accessibility information.

https://www.cud.ac.ae/sustainability/social-responsibility/people-of-determination

B13. Canadian University Dubai — Equity, Diversity and Inclusion

Institutional information concerning equitable access, inclusion and support mechanisms.

https://www.cud.ac.ae/sustainability/social-responsibility/edi

B.5 Partnerships and Global Engagement

B14. Canadian University Dubai — United Nations Principles for Responsible Management Education

Institutional participation in PRME and sustainability-related management education and reporting.

https://www.cud.ac.ae/about/cud-un-prme

B15. Miral — Strategic Partnership with Canadian University Dubai

Official partner announcement concerning the July 2025 agreement establishing student learning and collaboration opportunities involving SeaWorld Yas Island.

https://miral.ae/news-item/enriching-student-experiences-miral-and-canadian-university-dubai-sign-strategic-partnership/

B16. Canadian University Dubai — Dubai Municipality Partnership

Official announcement of the November 2025 agreement supporting environment, health and safety research collaboration.

https://www.cud.ac.ae/news/canadian-university-dubai-and-dubai-municipality-sign-mou-advance-environment-health-safety

These references are supplemented by the activity-specific sources presented in the Supporting Evidence section of each SDG chapter.

C. Key Performance Indicators and Definitions

The following definitions support consistent interpretation of the quantitative information presented in the report.

Indicator	Definition and Reporting Basis
Greenhouse Gas Emissions (tCO_2e)	Emissions expressed in tonnes of carbon dioxide equivalent, based on CUD's reported emissions inventory.

Indicator	Definition and Reporting Basis
Scope 1 Emissions	Direct emissions from the vehicle-fuel activities covered by CUD's inventory.
Scope 2 Emissions	Indirect emissions associated with purchased utilities and electricity consumption included in CUD's inventory.
Emissions Intensity	Reported Scope 2 emissions divided by the applicable full-time equivalent student population.
Full-Time Equivalent (FTE) Students	Student population adjusted to reflect full-time-equivalent enrolment, using the institution's applicable reporting method.
Students of Determination	Students with disabilities recorded under the University's relevant enrolment and support arrangements.
Scholarship Support	Financial assistance provided to eligible students under the University's applicable scholarship policies.
Research Grants	Confirmed research funding awards; grant receipt does not necessarily indicate project completion.
Partnerships	Documented collaborative arrangements involving academic, government, industry or community organisations.
Student Innovation Projects	Student-developed concepts, prototypes or entrepreneurial initiatives; implementation status is reported separately.

The reporting period, calculation basis and interpretation of individual metrics are specified in the relevant chapters.

Where figures are derived from internal institutional records, their underlying definitions and calculation methods should be confirmed before final publication.

D. Data Interpretation and Reporting Boundaries

The following principles apply to information presented throughout the report.

Reporting Period

The primary reporting period is 1 January to 31 December 2025. Academic-year figures, historical initiatives and subsequent commitments are identified separately.

Measured Outcomes and Institutional Activities

Completed initiatives, established programmes, research activities and partnership agreements are recognised as institutional contributions. However, their existence does not automatically establish measurable environmental, social or economic outcomes.

Environmental Performance

Greenhouse gas emissions are reported according to the boundaries and definitions of the available institutional inventory. Reductions in emissions intensity are distinguished from changes in absolute emissions.

Student Participation and Educational Access

Student enrolment, scholarship provisions and accessibility services are reported using the available institutional information. Where admission, completion or post-graduation outcomes are not available, these results are not estimated.

Research and Partnerships

Research grants, publications, agreements and student projects are reported according to their documented status. Future project objectives are not presented as completed research outcomes or demonstrated public benefits.

Cross-SDG Contributions

Activities contributing to more than one SDG may be discussed in multiple chapters.

Such references represent different dimensions of the same underlying initiative rather than separate institutional achievements.

E. Reporting Limitations and Continuous Improvement

The report presents CUD's sustainability contributions using the institutional information available for the reporting period.

While the report contains documented achievements and selected quantitative measures, certain areas would benefit from more comprehensive institutional data.

These include annual waste and recycling quantities, comprehensive reporting of all energy sources, confirmation of university-wide water-consumption coverage, selected student progression and scholarship outcomes, and measurable results from external partnerships. Although CUD has obtained quantified 2025 electricity and inbound water-consumption records, additional verification is required to establish complete institutional reporting boundaries and reconcile all relevant data sources.

The University recognises the importance of strengthening data collection and monitoring to support future reporting.

Continued improvements in institutional information systems, operational measurement and collaboration among departments will help increase the consistency, transparency and comparability of sustainability disclosures.

The report has been prepared as an institutional sustainability progress publication and should not be interpreted as an independently audited assessment.

F. Further Information

Further information about Canadian University Dubai's sustainability activities, institutional programmes and research initiatives is available through the University's official website.

Canadian University Dubai

City Walk, Dubai, United Arab Emirates

Website: https://www.cud.ac.ae

Sustainability information: https://www.cud.ac.ae/sustainability

End of Canadian University Dubai Sustainability Progress Report 2025